

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**Pre-U Certificate**

## **MARK SCHEME for the May/June 2014 series**

### **9769 HISTORY**

**9769/04**

Paper 4 (African and Asian History Outlines c. 1750–2000),  
maximum raw mark 90

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2014 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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*These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.*

### **Introduction**

- (a) The banding definitions which follow reflect, and must be interpreted within the context of, the following general statement:

Examiners should give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may well yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well sustained and well grounded account, to provide sufficient implicit analysis to justify a Band 2 mark.
- (e) The band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular band. In such cases a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should first place it in a band and then fine-tune the mark in terms of how strongly/weakly the demands of the band have been met.

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**Band 1: 25–30**

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate, there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

**Band 2: 19–24**

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate, there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary. Use of English will be highly competent, clear, generally fluent and largely error-free.

**Band 3: 13–18**

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

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**Band 4: 7–12**

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may well be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear, although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material, but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated. Some errors of English will be present but written style should be clear, although lacking in real fluency.

**Band 5: 0–6**

The answer will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; unsupported generalisations, vagueness and irrelevance are all likely to be on show. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated, whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

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### Section 1: North and East Africa

#### 1 Why was Ethiopia able to resist European colonisation for longer than other areas of the Horn of Africa in the period from c.1882 to 1934?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The opening date is chosen because of the Italian government's purchase of private interests around the port of Assab and subsequent treaties with local rulers which marked the beginnings of official colonisation. The accession of Menelik II in 1889 saw attempts by Italy to establish a protectorate over Ethiopia which ended ignominiously at Adowa in 1896. The expansion of the Ethiopian state and the granting of concessions for railway building to the French strengthened Ethiopia. Ethiopia expanded into Jima in 1932. Not until a fully-fledged Italian invasion in 1935 did Ethiopia succumb.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Analysis could look at the expected tribal divisions not occurring and the rallying of local rulers to the Emperor in 1894. The European powers including Italy had supplied modern weapons to Menelik II. The European powers were happy to see Menelik as a buffer against Italian expansion and also against the Mahdist forces in Sudan. However, when the actual war started only Russia stood by him. There were Russian military advisers at the Battle of Adowa; Italian forces were better equipped and it was difficult for the Emperor to maintain large forces and a cautious campaign might have worked, but orders from Rome for decisive action led to defeat at Adowa, March 1896. The Italians were outnumbered in inhospitable terrain and the Ethiopians had plentiful supplies of rifles and artillery. The decisive defeat (11 000 dead, wounded or captured) discouraged further attacks and other European powers signed treaties with the Emperor. The Empire modernised and expanded after 1896. While the European powers wanted a balance between French, British and Italian possessions in Eritrea and Somaliland, Italy was preoccupied by internal problems and then the war against Turkey and the First World War. The acquisitions of 1919 gave the colonial powers enough to digest, and not until the Fascist state needed an outlet for its energies and some reward for its support of the French and British at Stresa, did the full might of a modern European military state turn against Ethiopia.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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## 2 What best explains why the struggle for Algerian independence was so prolonged?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The struggle from 1954–1962 was considerably more prolonged than other colonial struggles (e.g. Indo China) and more costly in terms of lives and political consequences. It started in November 1954 when the FLN began their insurrection. By 1961, de Gaulle had resolved to give up Algeria and it gained independence in 1962.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Analysis might focus on the nature of the conflict – the difficulty of defeating the FLN despite the harsh methods used. This had to do with organisation and propaganda and the syndrome of repression, vigilante action and increasing local support for the movement. The ability of the FLN to operate from Tunisia and Morocco, the ability to fight effective guerrilla war and the increasing numbers and discipline of rebel forces made them difficult to defeat and led to increasing reliance on torture and reprisal, weakening France's international reputation and leading to divisions within France. On the other hand, the defeats of 1940 and 1954 meant that politically it was difficult for France to disengage. The links between the war in Algeria and the domestic situation in France, the pressure from the right, the dangers of a military coup and the feelings that the *pieds noirs* were part of France itself rather than colonists should be considered. Better answers may evaluate the relative importance of the opposition of the FLN and the political situation in France.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

## 3 To what extent, if at all, did Egypt benefit from European influence in the period 1869–1956?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. In return for debt agreements Britain and France took control of the Suez Canal. Nationalist demonstrations in 1881 led to anti-European actions and in 1882 British and French military intervention. Lord Cromer brought about financial and economic reforms but anti-British feeling remained, stirred up by Germany in resentment at the Anglo-French agreement of 1904. There were nationalist demonstrations and uprisings in 1919. British occupation ended officially in 1922 but Britain maintained a military presence and control of the canal. In 1936 British troops were withdrawn but Egypt was a major base in World War II. After the war nationalism was again a strong influence, culminating in the changes made by Nasser and the nationalisation of the canal. In the Cold War era there was Russian influence.

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**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. The financial reforms, the ousting of the irresponsible Khedive Ismael, reforms in agriculture, administration and education under Britain, the economic development consequent on the importance of Egypt in two world wars might be set against the loss of Sudan, the development of militant nationalism, the loss of control over government and the Suez Canal, and the invasion of 1956.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

**4 In the period to 2000, which coped better with its problems after independence: Morocco or Tunisia?**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Tunisia and Morocco gained full independence in 1956. In Tunisia authoritarian government maintained a higher level of internal stability than in post-independence Algeria. The economy relied on a mixture of tourism, industry and agriculture, but despite rising unemployment in the 1990s, a divided opposition allowed the ruling party and President Ben Ali to maintain control. In Morocco the monarchy brought about more reforms in the 1990s when King Hassan recognised trade unions and there was direct universal suffrage. However, the dispute over the Western Sahara remained.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Some may argue that Tunisia managed to develop more internal stability and economic development at the cost of rigidity and lack of institutional development. Morocco maintained its monarchy but ironically was more open to a degree of political and social change.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**5 Why was famine so persistent a problem in Sudan in the period c.1941 to 2000?**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Droughts brought severe famine in some areas in 1940, 1967, 1973, 1984/85, 1989/90, 1997 and 2000. In the wake of drought there were food shortages, health and nutritional problems. Drought prone areas consist of 69000sq km producing 90% of the region’s food. As 80% of the population is rural even today, the impact of drought is considerable. Other factors are either natural – desertification, flooding, insects and disease – or man-made, particularly those associated with war and government mismanagement.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Better answers will try and engage with ‘so persistent’ rather than merely explaining causes. This could involve showing that little has been done to counteract persistent natural problems and political factors exacerbating them and preventing solutions.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.



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## Section 2: West, Central and Southern Africa

### 6 What best explains political instability in Liberia in the twentieth century?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. There were risings against the dominant political grouping of the American-Liberians who were backed by the USA in 1900, 1915 and a prolonged period from 1912 to 1920. The intimidation and suppression of the indigenous peoples was noted by a League of Nations report of 1930. Despite foreign investment, there was little real social equality and discontents erupted in 1980 leading to a military coup. Opposition to the new military regime and Samuel Doe grew. The USA gave aid but there were recurrent coup attempts and repression. The 1985 elections were widely seen as fraudulent and by the late 1980s ethnic tensions and a reduction of US aid led to a civil war, 1989–1996, in which Charles Taylor led a movement based on tribes hostile to the ruling group. Taylor won the elections of 1997 but fighting continued and there were accusations of intimidation.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. The legacy of the nineteenth-century political domination by a restricted group with US backing and the oppression of minorities and tribal conflict explain a lot. The depressed state of rubber prices in the 1970s and the emergence of opposition brought about a major political change in 1980, but neither the US nor the international community could ensure stability as tribal rivalries, the ambitions of leaders like Doe and Taylor, the lack of an effective democratic tradition and regional and internal conflict led to war.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

### 7 Compare and contrast the causes of civil war in Zaire (Congo) and in Nigeria after independence.

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The First Congo War of 1996 saw Tutsi militias revolt against the rule of Mobutu whose forces had joined Hutu militias from the Rwandan civil war against them. The Tutsi were joined by various opposition forces against the long authoritarian rule of Mobutu and overthrew him in 1997, establishing the Democratic Republic of the Congo. The Nigerian Civil War, 1967–1970, was a result of ethnic tensions between the Hausa and the Igbo and the secession of the southeast to form the Republic of Biafra.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the

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relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Comparisons may include tribal conflicts and a legacy of colonial rule. Contrasts may include the impact of events outside the country and the political causes.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

## **8 Assess the political importance of Nelson Mandela.**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Mandela founded the ANC Youth League in 1944. He was arrested in 1952 for the Defiance Campaign. In 1956 he was arrested and put on trial for his involvement in the Freedom Charter. In 1960 he turned to armed struggle. Arrested and imprisoned in 1962, he was sentenced to life in 1964 when incriminating evidence of guerrilla activity was found. He maintained links with the ANC and from 1986 was in contact with government leaders, meeting de Klerk in 1989 and being released in 1990. He took a major role in the constitution of 1993 and was elected president in 1994. He handed over to Mbeki in 1999.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

## **9 How successfully did Rwanda's rulers deal with the problems they faced after independence?**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

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**A02** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required.

**A03** [not applicable to Outlines]

**A04** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**10 Account for both the establishment and the break up of the Central African Federation.**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. In prison Mandela was a symbol of resistance, his release and his lack of rancour and willingness to work with his captors was of major importance in the transition to a new South Africa without civil war. There should be some analysis of his policies and how South Africa developed.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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### Section 3: Themes: Africa c.1750–2000

#### 11 Was the impact of the Scramble for Africa greater on Africa than on Europe?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The rapid incursion of the European powers into areas hitherto uncolonised led to their division into spheres of influence, protectorates and colonies. The new boundaries were often arbitrary and had a huge impact on Africa, often splitting ethnic groups between different colonies, for example, the Masai between Kenya and Tanzania. These divisions were to have profound consequences after independence. The imposition of colonial rule often brought resistance, violence and repression. The economic impact for the colonisers varied; the scramble brought colonial rivalry and strengthened imperialist sentiments and organisation. It also led to cooperation as in the Berlin Conference.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Answers might look at economic exploitation, for instance, in the Congo; the effect of greater contact with European civilisation in terms of education, the development of infrastructure and cultural impacts. Answers might consider both long-term and short-term effects.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

#### 12 How important was the role of African leaders in ending slavery in West Africa?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The main impetus for ending the slave trade is usually seen as British actions with the abolition of the trade in 1807–09 preceded by Denmark in 1805, followed by the USA in 1808, and Holland and France in 1814 and 1817. The activities of the Royal Navy have been seen as key, but there was also the influence of African activists like Olaudah Equiano and Ottobah Cugoana, the initiatives of local rulers and the example of resistance on Santo Domingo.

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**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. The economic changes as commodities replaced slabs and gold became Asante's main export commodity could be considered, but the counterview is that the collapse of the Oyo empire and the civil wars of the 1830s and 1840s led to enslavement of captives, and Niger delta states like Bonny and Brass exported Ibo captives. However, the rise of the city of Abeokuta pressured the ruler of Dahomey to curtail slave trading and the importance of free West African states, Sierra Leone and Liberia, could be considered. Given the loss of markets as a result of European and American action and the help given to Abeokuta by British reformers, the judgement may be that it was initiatives outside West Africa that were key.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

### 13 How great was the impact of the two world wars on Africa in the twentieth century?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates could refer to the actual fighting in both world wars and the recruitment of Africans in the conflicts. The French recruited 150 000 Africans for their war in Europe, for instance. Both wars resulted in changes in political control. The influenza epidemic of 1918 may have been an indirect impact. In the Second World War again conscription and forced labour affected Africa. To a greater degree the state dominated economic activity in British colonies. Some areas benefited from increased demand and South African manufacturing industry boomed. Both wars saw an impact of greater contact with Europe and awareness of ideas about self-determination leading to nationalism.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Some will see the effects of the Second World War being greater as there was the greater spread of nationalism and the European powers were weakened. The ideals of the Atlantic Charter could not be put back into the box and the liberation of Ethiopia in 1941 was an encouragement to other parts of Africa to demand independence. The need to have African cooperation and the propaganda of allied war aims led to more acceptance of African independence later by Britain and France, in contrast to Portugal.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**14 What was the most significant of the changes in the role of women in Africa in the twentieth century?**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Changes might include the economic changes consequent on urban development and the growth of industry; social change; political change and religious change, particularly in Islamic countries. The role of women in liberation movements might be considered.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Candidates should attempt to draw a distinction between different types of change and be aware of regional variation, but the choice of supporting examples will depend on the arguments presented and no set answer is expected.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

**15 ‘International aid to Africa often caused more problems than it solved.’ How justified is this view about the period from 1945 to 2000?**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. There has been a very large amount of international aid, perhaps \$600 billion dollars, from the West; this has led to criticisms. In 1992 aid is said to have amounted to over 70% of gross domestic savings and investments in Sub-Saharan Africa. There should be a distinction between long-term aid and emergency relief and aid which has political purposes.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. The debate is about whether aid has encouraged over dependence and restricted local initiative. There are arguments that it has boosted corruption and distorted trade patterns by countries having to accept ‘fake and unwanted goods’ and led to cultural distortion and pursuit of modernity and neocolonialism. The alternative is to see the right kind of aid as being essential for African development in line with World Bank principles of selectivity, assessment of results, cost effectiveness and partnership with recipient countries.

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**A03** [not applicable to Outlines]

**A04** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.



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## 16 Did the Cold War do more good than harm to Africa?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. After 1945 Africa was caught up in the Cold War and regimes associated opposition with communism while nationalist movements and new independent states looked to Russia and China for support. The list of countries receiving support from the USSR includes Angola, Mozambique, Guinea Bissau, the Congo, Egypt under Nasser, Somalia, Ethiopia and Benin. The West supported South Africa and anti-Communist regimes like Mobutu.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. As African countries became independent, their ideological positions were watched carefully. Some rulers played international rivalries to their advantage in terms of military and economic support. However, the Cold War did lead to support for repressive regimes to the detriment of the people in individual countries. Big projects like the Aswan Dam resulted, but often at political costs.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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### Section 4: China

#### 17 How significant, in the period c.1895–1911, were political developments in China?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. In the wake of the defeat of China, 1894–95, and the demonstration of the success of Japan’s modernisation, a drive for change emerged sponsored by the Guanxu Emperor and reformers like Kang Youwei and Liang Qichao. The Hundred Days Reform of 1898 was sponsored from above, but there was a movement for change from outside traditional ruling circles as evidenced by the Study Societies and newspapers of the late 1890s. The rush of foreign powers to gain concessions and the Boxer Rebellion made it imperative that China change and traditional elements – The Empire, Confucianism, the rural economy, traditional family structures and a desire for self-sufficiency – came under challenge from modernisers. In the last years of the Empire there were considerable changes. The educational reforms of 1905 and the growth in political awareness of Chinese people educated in Japan and new Western schools was considerable. There were modernising reforms in the army and government and a key change was the establishment of regional assemblies in 1908 and plans for a National Assembly. The uneven pace of change encouraged political resistance among the merchants and reforming army officers in the new assemblies; there was a Republican movement led by Sun Yat-sen and peasant secret societies – so the political developments were diffuse. The United League of 1905 was a notable development and there were political uprisings. The rebellions took hold in 1911 and the Revolution began with a mutiny at Wuhan, beginning the upheavals which ended the rule of the Manchus in 1912.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. The revolutionary groups of 1911 were quite disparate – reforming officers of the new army; merchants from local chambers of commerce anxious for economic modernisation; leaders in the new provincial assembly and secret societies. There was a feeling to end the dynasty, foreign influence and decline. The issue of the regime’s recourse to foreign loans to nationalise railways was a major political issue. The challenge to the traditional state and the spread of republicanism were highly significant, as were the development of nationalism and the emergence of major political debate. What might question the significance of this is the limited spread of ideas about parliamentary rule and democracy, the lack of political parties or the concept of loyal opposition and interest in genuine political discourse, as opposed to the mere overthrow of a discredited alien dynasty and resentment at foreign influence.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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### 18 What best explains the instability in China in the years 1913–28?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Following the overthrow of the Empire, the Republicans had to establish a new constitution, revive industry and trade and prevent foreign influence and incursions. The consensus among oppositions to the dynasty soon broke down and there was a reliance on the new armies created in the later Qing era. Yuan Shikai was president in 1912 and crushed the Guomindang following the elections of 1913 and had its leader killed. He made himself emperor with Japanese support, undermining the changes of 1911–12. Politics became militarised with warlords dominating both the capital and the provinces. The fighting brought considerable death and destruction and eroded chances of national unity and revival. The emergence of the May Fourth Movement opened the way for Soviet influence, the emergence of a Chinese Communist Party in 1921 and a United Front between a revived KMT. The campaign against the warlords promised more unity but the rising support for the Communists alarmed conservative elements and brought about the threat of foreign intervention. Peasant unrest spread in the countryside and there were strikes in Shanghai leading to a campaign against the Communists and considerable loss of life. A new central government was established in 1928.

Much of the explanation may focus on the lack of a real spread of republican and democratic ideas. Yuan's hopes rested more on opposing foreign influence and using traditions of centralised power to revive China. However, the militarisation of politics made this impossible. Localism and the results of the creation of a new army undermined unity. The problem was exacerbated by Japanese influence and ambitions and by the influence of the new Soviet government. The potential for greater stability and unity of the northern expedition was undermined by the fears of social change and the ambitions of Jiang Jieshi. Candidates may draw a useful distinction between the underlying elements of instability and the shorter-term causes such as the personalities of Yuan Shikai and the individual warlords and the impact of new ideas.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**19 'The Japanese invasion of 1937 was crucial to the survival of Communism in China.' Discuss.**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The position of the Nationalists was far from secure after 1928, facing not only the Japanese in Manchukuo, the ongoing control of various warlords and the Communists, who had established the soviets in Jiangxi and then in Shaanxi. The Long March saved the CCP and established a major myth of invincibility and the links with the peasantry had been formed. Jiang's weakness had been shown by the Xian incident of 1936. The Japanese invasion hit the heartland of the Nationalists and though Jiang established himself securely in Chongqing, he was isolated from his traditional support by the Japanese advances.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Many may conclude that crucial elements had occurred before 1937, but there is no doubt that the invasion considerably weakened Jiang's ability to pursue and destroy the Communists and that he enjoyed numerical superiority and stronger equipment by 1937. The links between the CCP and the peasants, the leadership, the propaganda, the style of warfare, the remoteness of Shaanxi and the divisions within the Nationalists may be more significant, but the sheer scale of the Japanese invasion and the distraction of Jiang from his obsession with destroying the Communists should be considered.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

**20 'The price for economic and social progress was too high.' Consider this view of the rule of Mao Zedong from 1949.**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Social and economic progress could be seen in the ending of the power of the landlords, the social equality and opportunities created, the industrial expansion and economic planning. The price could be seen in terms of the political domination of the one-party state, the repression of opposition, the limitations of central planning and the disruptions caused by economic experiments in the Great Leap Forward and in social engineering in the Cultural Revolution.

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**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. The whole idea of ‘progress’ is in quotes here and some may challenge whether there was real progress except in the terms of the CCP itself. However, there is the view that the China of 1949 needed massive modernisation and that economic growth and the development of a more egalitarian society were worth the costs. Some may draw a distinction between the earlier years of the regime and the period after 1958; others may see more continuity.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

**21 ‘His strengths outweighed his weaknesses.’ Assess this verdict on Deng Xiaoping as leader of China.**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. By 1978 Deng was in a position to begin economic modernisation and change China’s relation with other countries to shake off the effects of the Cultural Revolution. After initially using dissenters against Mao’s policies, he backtracked and ensured his own political authority. Agriculture was decollectivised and household cultivation initiated. Farmers were allowed to dispose of their surplus products on the free market once they had met state quotas. Control of industry was reduced and Special Economic Zones set up. The policy was ‘Socialism with Chinese characteristics’. Deng visited the West and signed an agreement with Britain in 1984 confirming the return of Hong Kong. Deng wanted to take technology and economic expertise from the West but to maintain Chinese authoritarianism and state power. This led to some inconsistencies in statements and policies, his erstwhile supporters Hu Yaobang and Zhou Enlai were disgraced and there was no question of not suppressing the protests at Tiananmen Square in 1989.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. His Southern Journey in 1992 dramatically urged greater prosperity. Deng’s strengths lay in seeing the need for change and perhaps his weaknesses are not seeing the implications and falling back on repression and the disgrace of opponents. His attempts to balance economic pragmatism with the ‘four cardinal principles’ of being loyal to Mao, the Party, the socialist road and the dictatorship of the proletariat, may have been confusing and contributed to the tragedy of 1989.

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**A03** [not applicable to Outlines]

**A04** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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### Section 5: The Indian sub-continent and Ceylon/Sri Lanka

#### 22 Assess the impact of the First War of Independence of 1857 on British rule in India.

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The violence of 1857 shook Britain and the repression brought a new atmosphere of mistrust. The Mughal dynasty and the rule of John Company both came to an end. The Government of India Act of 1858 transferred rule to the crown. There was a new India Office and a new position of Secretary of State. The governor general now was known as the Viceroy and from 1877 the monarch ruled as emperor/ess. Westernisation attempts which had provoked unrest were ended and there were attempts to integrate higher caste Indians and rulers into government without surrendering British authority. Attempts to interfere with Indian religions were reduced and free market measures which undermined traditional structures ended. The alliance between Indian elites and the British were cemented by opening universities at Calcutta, Madras and Bombay. Attempts to extend local government were made, but in 1886 after Ripon's period as Viceroy there were restrictions on Indian entry into the civil service. There was a reorganisation of the Indian army and Indian troops were not given access to artillery. The relative number of white troops to Indian troops increased.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. The nature of British rule changed and though more aware of Indian susceptibilities, the British became more wary of unrest. The administration was pursued vigorously and there were improvements, but traditionalism dominated. There was limited participation by Indians and greater control.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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### 23 What best explains the growth of Indian nationalism in the years 1919 to 1945?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The growth of Congress, the participation of India in the war and the pre-war reforms had encouraged hopes for greater self-government. Opposition to the repressive Rowlatt Acts and horror at the Amritsar massacre fuelled discontent. There was disappointment with the Montagu-Chelmsford Reforms which left power in the hands of the Viceroy. The growth in importance of the Congress party and the strategy and personality of Gandhi, however, may be the main focus of the answers. The great effectiveness in terms of publicity of the non-violence campaign was considerable. More responsiveness in Britain to demands – the Round Table talks and the Government of India Act – encouraged hopes for more self-government and independence. The return to more repressive government under pressure of war stimulated the Quit India campaign and the continued negotiations, for example, the Cripps Mission, together with old neglects and injustice (the Bengal famine) stimulated both nationalist hope and a sense of resentment.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. As the question requires judgement about the most significant explanation, then factors such as leadership, the hopes offered for change, greater organisation shown by both Congress and the Muslim League, the consequences of economic hardship with the downturn in prices for raw materials and the impact of British distraction by war should be weighed.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

### 24 Did Pakistan after 1947 or Bangladesh after 1971 deal better with internal problems?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Pakistan had to deal with the aftermath of religious conflict, a hasty partition, refugees and an unusual division of the country into two. Resources were not allocated evenly to India and Pakistan. The country contained divisions in terms of language and economic development and faced an intense dispute over Kashmir with India which poisoned relations. Bangladesh faced the aftermath of the brutal repression of its attempt at independence by Pakistan and the subsequent war. Resources had not been evenly shared and the new country faced ongoing problems of poverty and problems brought about by geography. Pakistan resorted to martial law and General Ayub Khan took power. Economic grievances, unrest in Bengal and wars with India contributed to instability. Democracy was again ended after a period of parliamentary government in 1977 by General Zia-ul-Huq. After 1988 another period of political rule ensued but in 1999 General Musharraf took power.



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The growth of Islamic militancy affected the stability of the country. Bangladesh established a constitutional state based on secular and liberal values in 1972. However, changes increased presidential power and established a one-party system, reducing the controls on government. In 1988 Islam was established as the state religion. In 1975 there were a series of military coups. The rule of Ziaur Rahman was challenged by two coups before his assassination in 1981. The regime of General Ershad brought about the establishment of village councils and land reform and there was a return to parliamentary reform in 1991. A general election was allowed in 1986.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. No set answer is expected. Both countries had to cope with the aftermath of conflict. Bangladesh avoided the unsuccessful wars that have proved so problematic for Pakistan and also the loss of control over areas of the country. However, economic development has been patchy.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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25 'Neither in economic policy nor in foreign policy did he show a clear understanding of India's best interests.' How valid is this judgement on Nehru as prime minister?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The answers should consider Nehru's interest in state planning and land reform as well as his policies of non-alignment and his relations not only with the West but also with China and the USSR.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. The crux lies in deciding what India's 'best interests' both in terms of economic development and foreign policy actually were in the post-independence period, and how far they were met rather than simply looking at successes and failures. Though infrastructure was developed and industry grew, it might be questioned whether the statist solutions, based on the apparent success of Russia and China in transforming agrarian economies, suited India. Though the desire to give India a high profile in terms of development and also in terms of international status was understandable, the policy might not be seen in its best interests given the importance of issues such as the border with China.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**26 Should India or Pakistan bear heavier responsibility for the bad relations between the two countries after 1947?**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Disputes over the territories of Jammu and Kashmir led to fighting and India cutting off water supplies in 1948. A cease fire line was established in 1949 but the issue was not finally resolved. The Indian defeat by China in 1962 encouraged Pakistan to think that a military solution might be possible, and in 1965 Pakistan forced India to accept arbitration over the Rann of Kutch border dispute and encouraged unrest in Kashmir in order to provide a pretext for invasion. A fully fledged war broke out after a Pakistani invasion in August 1965. Indian rearmament and agreements with the USSR put it in a stronger military position and it took advantage of the Bangladesh crisis to launch a war in 1971. India's success resulted in the Simla Agreement to maintain the Kashmir border in 1972. India's nuclear test in 1974 strained relations. India blamed Pakistan for fomenting Sikh unrest in the Punjab in the 1980s. Pakistan supported the Islamic opposition in Afghanistan against the USSR with US support. India was suspicious of American relations with Pakistan. The growth of militant Islamic groups led to unrest in Kashmir from 1989. India repressed discontent and refused a referendum. Both India and Pakistan held underground nuclear tests in 1998 and there was another armed conflict in 1999. Talks in Simla in 2001 revealed a lack of much willingness to compromise over Kashmir.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Much depends on the interpretation of the situation in Kashmir and India's rights to control a Muslim majority province and whether a referendum should have been held. From India's point of view, Pakistan aggression in 1947 and again in 1965 was to blame. The association in Indian minds of Pakistan with Islamic terrorism has worsened the situation. The intervention in 1971 could be seen as justified by excesses of the Pakistan army in Bengal or exploitation of Pakistan's internal problems. Both sides have built up arms and looked to foreign powers. This remains an emotive issue and answers should support arguments.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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### Section 6: Japan and Korea

#### 27 Which factors most determined Japan's relationship with the wider world in the years from 1852 to 1914?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The arrival of Perry in 1852 ended the isolation of the Edo period; Japan was forced to open up trade to the West in 1854 and accept the same sort of unequal treaties that China had been subjected to. After the murder of a British trader Britain bombarded Kagoshima in 1863. The Meiji restoration signalled modernisation after 1868, but a mission to renegotiate the unequal treaties failed in 1871 but did inspire Japan's leaders to emulate western progress. In 1875 Japan negotiated an exchange of Sakhalin for the Kurile Islands. Links with the West were made in pursuit of modernization. Cultural changes, a modern army and navy, a new constitution gave the West the impression of a country more aligned with modern civilization. There were also economic reforms which led Japan to be the first industrialised Asian nation. Accompanying this was expansion with the aim of obtaining natural resources and preventing foreign powers blocking Japan's communications. Military and economic development allowed victory in the Sino-Japanese war, 1894–95. The issue was control of Korea whose rebellious people had appealed to China. Taiwan was gained but the great powers forced Japan to relinquish the Liaotung peninsula. Humiliation followed as Russia seized Liaotung and built up Port Arthur as a base for its Pacific fleet and Germany took Tsingtao. Japan asserted its growing status as a major power by sending forces to deal with the Boxer Rebellion. However, the priority for Japan was to erode Russian influence. The 1902 alliance with Britain was a significant development. In 1904 the Russo-Japanese war broke out. Japan gained South Sakhalin and was able to annex Korea in 1910. She also gained rights in Manchuria. In 1914 Japan joined the allies and occupied German possessions.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Weakness after years of isolation determined the need to accept European and US penetration and imposition of unequal treaties; resentment of this together with a willingness to learn from the West determined both cooperation and then confrontation. Japan's desire for expansion was motivated by the need to establish more economic self-sufficiency and access to raw materials; the desire to exploit Chinese weakness and to protect its sea lane communications. Some may see growing economic and military power and the desire to exploit it as a key factor; others may see policy dictated by concerns about humiliation and national recovery.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**28 'Less to do with economic hardship and more to do with resentment against western influence.' How far is this true of the rise of Japanese nationalism in the period 1914–39?**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The roots of nationalism go back to the Meiji era but the decline in primary product prices in the 1920s and the impact of the Great Depression led to considerable economic hardship. The solution of acquiring raw materials, markets and ensuring self-sufficiency were attractive to nationalists, especially in the army. However, ideological considerations were important in the form of state sponsored Shintoism, the influence of secret patriotic societies and cultural conservatism.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Western influence was resented – there were increasing signs of it in the 1920s, yet the Treaty of Versailles and its rejection of racial equality and the overbearing attitude of the US in forcing the end of the British alliance and the Washington Treaty showed that Japan was not seen as an equal partner. There was also concern about the spread of Communism – a western influence that might be considered. In some ways the resentment of the West was linked to the impact that Japan's involvement in the western-dominated international economy had on primary producers with the decline in the silk industry and the fall in the prices of primary products. Western domination of vital South East Asian economic resources linked with nationalist ideas of Japan's Asian mission.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

**29 What best explains the success of Japanese military operations in 1941 and 1942?**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The attack on Pearl Harbour was followed by rapid Japanese advances in South East Asia in which Hong Kong, The Netherlands Indies, the Philippines, Malaya and Singapore fell rapidly. Burma was taken and Australia and India were threatened. British naval power proved ineffective with the sinking of the Repulse and the Prince of Wales and the naval fortress of Singapore proved ineffective.

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**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Success may be qualified – the US aircraft carriers were not destroyed and the advances were halted, but nevertheless there were considerable territorial gains and larger allied forces were overcome by tactics of rapid movement, efficiently planned and executed. The debate could be about whether Japanese planning and the daring and bravery of fast moving Japanese forces, careless of casualties and ruthlessly focused are the key, or whether the distraction of the colonial powers by European war and the unpreparedness of their defences were the key. Naval forces were not supported by air power; troops were sent unprepared for war, whereas the Japanese forces were in a full wartime situation and had been fighting in China since 1937. Allied commanders lacked the determination of their Japanese counterparts and faced working at a considerable distance from the homeland. The misunderstanding of the threat from Japan and the reliance on defences which made assumptions about the nature of possible assaults should be considered.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

### 30 With what justification can Japan be seen as an economic superpower in the post-war period?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The desire to match the West continued after 1945 and industrial growth in the wartime period gave lessons in technology and organisation which were applied to peacetime production. Large-scale operations could develop new technology and wartime destruction offered the chance to start again on the most modern lines helped by US support. Companies were well capitalised by government support. The particular structure of Japanese industries encouraged better industrial relations than in the West. Thus post-war Japan did see remarkable economic growth. By 1952 GDP matched pre-war high levels. Output growth stood at 9.7% in the 1960s but fell to 1.7% by the 1980s. Though unemployment rose in the 1980s, it was among the lowest in the developed economies for much of the period. By the 1990s rising public debt, financial crises (especially 1997), an ageing population and ‘hollowing out’ of industry had reduced the growth rate and revealed structural problems.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Much depends on the definition of ‘economic superpower’ and on which part of the period is being considered. Remarkable recovery and growth rates, considerable technological development, particularly in electronics, export drives and growing consumer demands did seem to amount to an economic miracle. However, whether the basis was firm enough and whether the growth was sustained enough to justify the view of ‘superpower’ may be questioned.

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**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

### 31 What best accounts for the long duration of the Communist regime in North Korea?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Installed by Stalin during the Russian stewardship of North Korea, Kim Il Sung had established a full dictatorship on Soviet lines by 1949 and established with Russian help a large army. A land redistribution plan was popular, but in 1954 a collectivisation programme began which gave the state control of the land. Three-year plans established rapid industrial growth. The Korean War had brought considerable devastation but was presented in North Korean propaganda as a victory enhancing the power of Kim. Party purges removed all internal opposition by 1961 and the de-Stalinisation in the USSR was rejected by both North Korea and China. Rigid repression and the cult of personality were pursued despite Soviet opposition. The Russians were distracted by the Hungarian Revolt and North Korea made use of the rift between China and the USSR to ensure external support. Buoyed by Chinese support, internal repression and the distraction of the USSR and the USA, Kim remained in power. The positive aspect was the steady growth of the economy, but this slowed in the 1970s. Also North Korea with its philosophy of self-reliance became more isolated from other Communist states, increasing the power of Kim. In 1994 his son Kim Jong-il succeeded to power backed by a military and political apparatus tied to the regime. The huge expenditure on the army and the large numbers in the forces led to a new emphasis on military dictatorship – ‘songun’.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. The solid basis of dictatorship had been established on Stalinist lines. There was no concession to change in 1956 or in 1989 and rigid control of education and contacts with the outside made opposition difficult. The repressive apparatus was impressive and the sheer size of the army kept the regime in power. With China as a patron it was unlikely that potential opposition would gain foreign support. The ruthless personalities of the Kim family maintained a brutal dictatorship with a built-in enemy – South Korea – to rally the people behind.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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### Section 7: South East Asia

#### 32 Assess the importance of Indo-China for France in the colonial era.

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Initially motivated by the need to protect missionaries, French intervention became more active after 1858 and local initiatives resulted in the acquisition of three provinces in 1862 and Cochinchina in 1864. French Indochina was established in 1887 and Laos added in 1893. The French fought China, Siam and repressed nationalist uprisings. The colony was developed economically in the 1930s but occupied by Japan in their desire to have a route to southern China. The French were determined to hold on to Indochina after 1945 but lost heavily at Dien Bien Phu in 1954.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. The importance could be seen in terms of French politics – the desire for prestige and Catholic support by Napoleon III and the desire to gain compensating prestige after the defeat of 1871. Unlike Algeria, there were relatively few settlers and economic exploitation did not develop rapidly until the 1930s when the European economies were eager to exploit their empires at a time of protective systems. Vietnamese rubber was highly prized and Michelin developed high quality tyres for the car industry. Tea, rice, coffee, pepper, coal, zinc and tin were developed. However, it may be questioned whether the economic resources matched the costs of administration. The determination to maintain control may be more to do with issues of international prestige, and the nationalist desire to maintain France's empire after the humiliations of German occupation.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

#### 33 Was the effective defence of South Vietnam ever a realistic policy objective for the USA?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. After the French defeat, the US backed Diem who never achieved popularity. As a Catholic he made little appeal to other religions and the South did not match the sense of purpose of the North, which exploited US support for the Diem regime, portraying the government as a corrupt US puppet state. As NLF Guerrillas controlled more of the South, the USA sent in military advisers. The assassination of Diem produced instability until 1967 when General Ngyuen Van Thieu took power. The USA backed him by bombing and then by full-scale war. The Tet Offensive revealed the fragility of US control. Despite huge mobilisation of South Vietnamese forces and ever increasing bombing raids, the USA could not see the war as winnable. Peace was signed in 1973 and the South was defeated in 1975.



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**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Some may argue that a military victory was possible but US leaders were restricted by hostile public opinion and effective propaganda. Others may see the inherent political weaknesses of the South and the strengths of the North's insuperable barriers. Some may see the defence of the South as a realistic policy, but the way that it was attempted – piecemeal policies, attempts to shore up corrupt regimes, alienation of the population, over-reliance on bombing – as leading to failure.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

### 34 Why, by 1962, had independent Burma come under military rule?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. In 1947 the popular leader Aung San on the brink of leading Burma towards negotiated independence was assassinated. The boundaries of the former colony were artificial and the constitution of 1948 attempted to balance a federal system with sufficient central power, but faced problems of localism and regional disparities. The control of key aspects of the state by Burmese alienated other ethnic groups. The constant presence of Communist rebels was a source of instability. A military coup took place in 1958, though General Ne Win restored constitutional rule in 1960, but in 1962 he launched a coup which established 40 years of military rule.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. The discussion could centre on whether inherited problems from colonial times were the key, making it difficult to establish stability; or whether pressure from Communist activity and fears among the military and administrative Burmese elite were more important; whether economic problems by 1962 drove the coup or whether the personal ambitions of Ne Win should be paramount.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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### 35 Who ruled Indonesia more effectively: Sukarno or Suharto?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Independent Indonesia under the new leader Sukarno began as a liberal democracy but with economic problems and discontent. Sukarno introduced ‘Guided Democracy’ between 1959 and 1965. In place of normal parliamentary representation, functional groups representing the army, minority groups, Islamic representatives, workers and peasants were consulted. Fear of both a Communist coup and a military takeover, when Sukarno was ill, led to elements of the army under Suharto taking power. 40 000 people were killed in a ruthless campaign against communism and a New Order established. An idealistic philosophy called Pancasila was inculcated to oppose Marxism, liberal democracy and militant Islam. Authoritarian rule did produce, until 1997, sustained economic growth. However, militant Islamic groups emerged, there was corruption and nepotism and the collapse of the currency with the crash of 1997. Suharto left power in 1998.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Some may see the sustained economic growth of the New Order as the key difference, and rising living standards and economic development may lead candidates to see Suharto as the more effective ruler. Sukarno, however managed the transition to independence and offered a version of democracy which he saw as being more suitable to the diverse groups in the country.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

### 36 How well did the rulers of the Philippines deal with the problems facing them after the fall of Marcos?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The economic, political and social legacies of the Marcos dictatorship should be considered. In 1986 Cory Aquino won the elections and support by army leaders protected her. Marcos fled. Ramos ruled between 1992 and 1998 and Estrada until his impeachment in 2001 when replaced by Arroyo.

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**A02** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Aquino managed the transition to democracy and there was economic growth until the international economic downturn from 1990, but by the mid-1990s the economic growth rate was broadly in line with ASEAN countries. Ramos' economic measures and cuts in spending cushioned the country against the 1997 crash. He took some action against a deteriorating law and order situation, but this remains a problem. The former film star Estrada maintained sensible financial policies but was brought down by corruption allegations. Islamic insurgency groups in the South remained a problem, though there was a successful agreement with the MNLF in 1996. Answers may balance the maintenance of parliamentary and constitutional rule with some fluctuations in economic progress and ongoing difficulties with crime, gangs, law and order and militant separatist movements in the South.

**A03** [not applicable to Outlines]

**A04** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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### Section 8: Themes: Asia c.1750–2000

#### 37 Did the East India Company bring any benefits to the Indian states in the period c.1750–1858?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. With the Seven Years War and the victory at Plassey in 1757, the trading functions of the company developed into greater political and military control. The governors of the company's commercial settlement became administrators of new British regimes. Large forces were used to control Indian states and coerce inhabitants. The costs were met by a tax system which took a third of the produce of the land. Intermediaries kept a proportion. The company ruled through alliances with traditional rulers and landowners and its judges administered local law. However, from the early nineteenth century a belief in improvement came to be established with more concern for free trade, education, the spread of western religion and ending 'barbaric' traditional practice. The reaction to this westernisation was seen in the upheavals of 1857 and the company's rule ended in 1858.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Discussion may focus on the way that the company brought war and conflict to India; the high costs borne by the peasants of the top-heavy military presence; the exploitation of trade and the syphoning of wealth. The later reforms may be seen as having more elevated objectives and offered improvements in many aspects, but the civilising mission eroded Indian traditions and threatened culture without always having much impact in terms of sharing power or having a lasting effect on the living conditions of the people.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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### 38 Account for the frequent rivalry between Britain and Russia over Afghanistan.

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The Great Game involved Russian expansion in central Asia and British fears for their ever growing Indian empire of a Russian-based incursion from the North West Frontier. The first Afghan War, 1839–42, ended in disaster and reduced British enthusiasm for influencing Afghanistan. The Indian disturbances of 1857–58 raised the dangers of Russia encouraging discontent. Russian advances in central Asia under Chernyayev leading to the annexation of Tashkent were a cause for alarm, undermining the success of keeping Russia out of the Mediterranean achieved by the Crimean War. In 1878 Russia sent a mission to Kabul. When the Afghans refused a British mission, a second war broke out and Britain installed a client ruler. However, Britain did not make the Russian seizure of Penjdeh from Afghanistan a cause of war and agreed a settlement in 1885. There was an incident in 1891 when, after a clash between Afghanistan and Russia in the Wakhan area, Russia ordered out a British officer. Britain consolidated her control over Hunza and Nagar and negotiated a border agreement with Russia to prevent possible Russian incursion. In 1907 Russia accepted the British influence in Afghanistan and agreed to go through Britain when dealing with the rulers there. Russian involvement after the Bolshevik Revolution was suspected in the rebellion of the Afghan leader Amanullah Khan against British influence leading to the third Afghan War of 1919. Britain resented the treaty he made with the USSR in 1921. After 1941 Britain and Russia cooperated in pressuring Afghanistan to expel pro-German elements. With the end of the Indian empire in 1947, Britain and Russia were not specifically at odds over India and central Asia.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Explanations have to do with the value of India perceived by British statesmen and the imperial expansion of Russia into central Asia. The difficulties of working with the unstable situation in Afghanistan and the changing relations between Britain and Russia might be considered. Better answers will focus on 'frequent', analysing why a final settlement was difficult.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

### 39 How important has greater literacy been in changing the role of women in post-colonial Asia?

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Changes might include political empowerment and the emergence of women rulers; the changing economic role of women and the role of women in the family.

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**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and of different historical approaches may well enhance responses but are not required. Increasing literacy might be set against other factors such as the growth of communications, urbanisation and economic development, political change and religious change. No set answer is expected.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

#### 40 Assess the importance of the financial crisis of 1997 for the economies of South East Asia.

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The crisis originated with the collapse of the Thai currency in July 1997 and most affected Thailand, Indonesia and South Korea. There was a considerable rise in the ratio of foreign debt to GDP. The IMF insisted on the reduction of government spending and that interest rates be raised and controls imposed on financial institutions. Deflation led to unemployment in finance and construction, the return of migrant workers to villages and home counties. In Indonesia drastic short-term changes led to the fall of the regime. The economic prestige of South Korea fell and one of its leading companies, Daewoo, was sold to General Motors. There were popular protests in the Philippines. Confidence in the Tiger economies was shaken.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Millions fell below the poverty line in 1997–98; there was hostility to the IMF and to the West; the leaders of Thailand and Indonesia fell from power. The economic balance swung from ASEAN countries to China and India. There were positive effects in that Asian nations built up foreign exchange reserves, reduced debt and restructured their economies and financial institutions.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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**41 Explain why religion has exercised such a powerful influence on political developments in post-colonial Asia.**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The influence of religion will be set against the context of different developments in post-colonial Asia. The main thrust might be towards the rise of Islamic fundamentalism and the reaction of different states to it. The development of anti-western sentiment and the existence of gaps between rich and poor in some countries may be considered. The linking of religion and political protest is a key theme but also the development of theocratic regimes.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Explanations may centre on economic factors, changes in the influence of the West; the emergence of dynamic religious leaders; the association of religion with political and social discontent might be considered.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

**42 Has the Association of South East Asian Nations (ASEAN) promised more than it has delivered?**

Candidates should:

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. ASEAN was founded in August 1967 by Indonesia, the Philippines, Malaysia, Singapore and Thailand. The Bangkok Declaration was quite general in its objectives – peace and cooperation. Behind it was a common fear of Communism and a desire for the states to be able to build their nations without outside interference. Membership grew and links were established with China, Japan and South Korea from 1997. There have been agreements about free trade and keeping ASEAN a nuclear-weapons-free zone. Transport, energy and environmental concerns have been discussed. Critics have pointed to limited effects on human rights and ensuring democracy and protection for minorities and limited effects on regional conflicts.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. The ability and willingness of ASEAN to go beyond the objectives for which it was established have been limited and led to criticisms that the association might have led to more dynamic economic policy, more political links and more effective reduction of regional conflicts. However, the counterview is that the founders saw it as more of a forum for cooperation, discussion and goodwill. The spread of membership and the development of a

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range of inter-state bodies on matters of social and economic development have been seen as successes within the original framework given the diversity of the region.

**AO3** [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.