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GCE A LEVEL

MARKING SCHEME

MAXIMUM MARKS: 100

SYLLABUS/COMPONENT : 9697/05

HISTORY

Paper 5

IMPORTANT NOTICE

Marking schemes have been issued on the basis of ONE copy per Assistant Examiner and TWO copies per Team Leader.



PAPER 9697/5

The History of the USA, c.1840-1968

SECTION A

Q1 Source-based Question – The 1850 Compromise

L1 Writes about the hypothesis, no use of sources [1-5]

Candidates answering at this level will write about The 1850 Compromise, but will ignore the question i.e. they will not use the sources as information/evidence to test the given hypothesis. Include in this level answers which use information taken from the sources, but only in providing a summary of views expressed by the writers, rather than for testing the hypothesis.

L2 Uses information taken from the sources to challenge or support the hypothesis [6-8]

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

The Compromise was satisfactory, Source D says, Georgia will abide by it as 'permanent adjustment'. Also Source E says that it was satisfactory 'both North and South' got something from it. Or, alternatively in Source B, Calhoun states that Clay cannot save the Union with his compromise.

L3 Uses information taken from sources to challenge AND support the hypothesis [9-13]

These candidates will include both the supporting and the challenging evidence quoting from the relevant sources. However, these are used only at face value.

L4 By interpreting/evaluating sources in context, finds evidence to challenge or support the hypothesis [14-16]

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

For example, The 1850 Compromise simply postponed conflict for a decade by papering over the cracks. Source B makes it clear that the Fugitive Slave Law was crucial for the South, yet Source E states that the North was not prepared to accept its implementation. Both the Dred Scott case and the John Brown Raid were concerned with slaves fleeing from captivity and both produced heightened tension.

L5 By interpreting and evaluating sources in context, finds evidence to challenge and support the hypothesis [17-21]

These candidates know that testing the hypothesis involves attempting both to confirm and disconfirm the hypothesis and are capable of using sources as evidence to do this.

For example, L4 plus Source E confirms that the Compromise did buy time, hence averted conflict for a decade. Candidates may argue that Sources A and D demonstrate that had the terms of the Compromise been adhered to, then conflict would have been averted but, extraneous events such as the Kansas/Nebraska controversy introduced new elements which undermined it fatally.

L6 As L5 Either (a) Explain why evidence to challenge/support is better/preferred or (b) Reconciles/explains problems in the evidence to show that neither challenge nor support is to be preferred [22-25]

For (a) the argument must be that the evidence for challenging or supporting the claim is more justified. This must involve a comparative judgement i.e. not just why some evidence is better, but why some evidence is worse.

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

For example, candidates may choose to explore what 'satisfactory resolve' means in this context, and the extent to which expectations and attitudes changed in the later 1850s.

SECTION B

- Q2 Explain how and why the belief in America's 'Manifest Destiny' proved so strong in the 1840s [25]**

'How' and 'why' should be clearly distinguished and failure to do so will lead to 15 marks at best. The basic tenets of and background to 'manifest Destiny' need spelling out, that providence had intended the US to control the entire North American landmass. The concern for national security against Britain needs spelling out, as does the fact that the Mexican state was too weak to resist American incursions. Better candidates will draw attention to the role of better communications in the form of railroads, and the lure of cheap and limitless land in the West provided a means for immigrants to better themselves. One would expect some discussion as to what extent the idealistic element in the doctrine was merely a cloak for less lofty motives of greed, racism and exploitation. Well argued and analysed answers with appropriate supporting material score 21-25; analytical responses which are more uneven in content score 19-21. Basic answers will be very descriptive and while the narratives will be adequate, relevance might stray and these score 11-13.

- Q3 To what extent did the former slaves benefit from Reconstruction policies from 1865 to 1877 [25]**

Always a popular question. Much will depend on the skill with which responses handle the material. Clearly they did benefit: the crushing of the Confederacy meant it was never possible to return to the same level of servitude that existed before 1863. Federal power would henceforth be neutral at worst or benevolent. The constitutional amendments marked a decisive breakthrough, which led to freedmen acquiring the vote and many black governors and congressmen. However the vital issue of land reform was shelved and no effort was made to develop a political alliance between the interests of the poor whites who formed the great majority of the white population and the freedmen. From 1874 the Federal government seemed to lose interest in the affairs of the South which led to the 1877 Compromise handing back full powers to the Southern whites. This led to the speedy removal of nearly all the gains made in Reconstruction. High grade answers (21-25) will be relevant, consistently analytical with good quality material well presented. Good answers (19-21) will be sound overall, analytical, but more uneven in quality. Bare pass responses (11-13) will be largely descriptive, adequate material and relevance may stray.

- Q4 How far is it justified to speak of an 'agrarian revolt' – among American Farmers in the period 1867-1896? [25]**

Candidates should be fully able to distinguish between international factors (overproduction) and domestic (railroads, high interest rates) which all tended to depress severely prices of crops, and increase indebtedness of farmers. The impact often fell most acutely on the poorest area (the South). Candidates need to trace the development of, for example, the People's Party, and show

awareness of the reasons for their failure. The terminal date (1896) marks the first of William Jennings Bryan's attempts at the Presidency. High quality responses will be consistently analytical, with good material supported by a logical relevant structure. Good answers, will also be analytical but with less consistency and weaker in the quality of discussion. Bare pass answers, while relevant, will be almost entirely descriptive, but with some examples to illustrate points.

Q5 Why, in the great battles over Civil Rights in the 1960s, was the plight of Native American Indians largely ignored? [25]

This may well be a popular question and candidates will probably refer to African (Afro) – Americans, though this term was unknown in the 1960s. This should be accepted, along with other terms in use at that time (Black Americans, Negroes, etc). The Black population was of crucial importance in the largest American cities; Franklin D. Roosevelt had wooed Blacks away from traditional support of the Republicans without alienating the traditional Democratic heartland of the Deep South. By 1960 this juggling had become untenable and a new Black leadership - better educated, less deferential and with considerable networking skills - had become sufficiently powerful to persuade The Democratic leadership at Federal level to compel The Southern Democrats to yield civil rights to the Black population. Blacks were concentrated in the cities and the South, were well organised, and in the North their support in local and state politics was essential. Their struggle, led by Martin Luther King, fused with the generalised radicalism of the period. None of the above points applied to the Indian population who were few in number, spread over remote areas and unorganised. Hence in practice they were pushed to one side, and given a low priority. Nor did Native Americans join in the struggles to any significant extent.

Q6 Evaluate the factors that caused the Great Depression in the United States [25]

Credit must be given for an evaluation, not a mere list of causes. The prosperity of the 1920s had been built on uneven foundations, in particular capacity to produce exceeded capacity to consume. Large sections, e.g. farmers, workers in coal and textiles, had not shared in the prosperity. Income was also very unevenly distributed; the banking system was inherently unsound and, with only a third of banks in the Federal Reserve system and inadequate regulation, failures were common. US exports depended on American loans which, if curtailed, led to US exports suffering. Even before 1929 there were signs of problems, e.g. the Florida land boom collapse, the slow down in house building, and decline of private investment. What brought all these to a head was the collapse of the US stock market in October 1929 and the end of the spectacular increase in share prices; this continued to drift downwards reaching rock bottom in July 1932. The practice of buying 'on margin' (i.e. on credit) was an independent factor here. Responses should briefly state the magnitude of the devastating collapse in terms of jobs, wages, living standards, etc. High quality answers will be analytical, consistent, with good material skilfully used. Good

answers will be more uneven, but have a well supported analytical structure. Basic answers will be largely descriptive, with relevance not always present.

Q7 Why in spite of its stated policy of neutrality, did America enter World War I in 1917? [25]

This question requires skill in handling complex material, which should be rewarded. There was universal agreement that America should stay out of the war, which did not threaten any US interest. However, most Americans sympathised with the Allies, in particular Wilson and his Cabinet (except for Bryan). This sympathy extended to acquiescing in the draconian British blockade on all maritime trade with Germany, while allowing extensive, indeed essential trade with the Allies, including munitions. When Allied financial resources were exhausted, credits and loans were supplied to an extent that the American economy became linked with Allied victory (or at least avoidance of defeat). A series of events in 1916-1917 hardened US feelings towards Germany; the resumption of unrestricted submarine warfare in January 1917, the Zimmermann telegram to Mexico; the Russian Revolution of March 1917 removed an obstacle. It was also true to say that the US could not afford to see an Allied defeat, which the imminent Russian collapse made more likely, in the event of no movement on the Western front.

High quality answers (21-25) will be consistently well argued with relevant good quality material; good answers (19-21) while very sound overall, will have areas of weakness. Bare pass responses (11-13) will have largely accurate mostly relevant material but will be descriptive in approach.

Q8 Examine the consequences of the great expansion of higher education in the United States from 1945 to 1968 [25]

Responses should first summarise the expansion that took place.

Tuition fees were low, in relation to incomes, full employment made part-time jobs easy to get. The 'Great Bill of Rights' encouraged the notion that every American had as a birthright, an entitlement to college education. The result was a doubling in the number of colleges/universities and an increase from 16% of the 18-21 age group to 40%. The great majority of these students had no family background in higher education. However great problems were created. Universities became more bureaucratic, hence impersonal; dependence on corporation and government funding for research, posed a threat to academic freedom. Campus regulations did not change to match growing maturity in age (graduate students) and the growth of a new 'youth culture' challenging authority in all its forms. All these factors were intensified by the Vietnam War, and in particular the draft to provide the manpower for it. Hence the mass campus uprisings of the mid-1960s in which universities seemed to become hotbeds of revolt, not only against specific grievances but the whole American way of life. Campus administrators reacted in a variety of ways, but it was noted that the end of the draft (outside the period 1975) caused a lessening of agitation.

The best answers will be analytical with good material; good answers, analytical with unevenness in treatment or quality of material; basic answers largely descriptive.