

## **MARK SCHEME for the May/June 2007 question paper**

### **9697 HISTORY**

**9697/05**

**Paper 5, (History of the United States c. 1840–1968  
maximum raw mark 100**

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

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

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

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

CIE is publishing the mark schemes for the May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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Note: all Questions are to be marked using the generic mark bands scheme for source based and essay questions.

### GENERIC MARK BANDS FOR ESSAY QUESTIONS

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

In bands of 3 or 4 marks, examiners will normally award the middle mark / one of the middle marks, moderating it up or down according to the particular qualities of the answer. In bands of 2 marks, examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the band.

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

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## SECTION A

### Source-Based Question

#### THE SOUTHERN STATES AND SECESSION

- 1 'The South seceded reluctantly'. Using Sources A-E discuss how far the evidence supports this assertion.

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

These answers will talk about attitudes to slavery 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 events rather than for testing the hypothesis.

L2 USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE **OR** SUPPORT THE HYPOTHESIS. [6–9]

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

For example, *Sources A and C clearly show reluctance to secede; on the other hand Sources B and D, particularly the latter are for secession.*

L3 USES INFORMATION TAKEN FROM SOURCES TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS. [10–14]

These answers know that testing the hypothesis involves both attempting to confirm **AND** disconfirm it. However, Sources are still used only at face value.

For example, *there is evidence both for and against the view that the South seceded reluctantly. Source B asserts the **right** to secede, but does not say explicitly the South **ought** to secede; on the other hand Howell Cobb in Source D has clearly changed his mind on this question since 1850 when he urged strongly in Source A that the South should stay in the Union.*

L4 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **OR** SUPPORT THE HYPOTHESIS. [15–17]

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

For example, *Source A was 10 years before the 1860 crisis so it cannot be used as evidence of the state of mind in 1860. Also in Source E the secession vote was unanimous in South Carolina 3 weeks after Lincoln's election. On the other hand, Source B was only passed by a majority and an earlier vote to take no action was nearly carried. It therefore shows more reluctance to secede than appears on the face of it. Also with Source D Cobb's language is legalistic and moderate (in contrast with that of Source B) and he creates the impression of sorrow rather than anger.*

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L5 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS. [18–22]

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

Both sets of Level 4 responses are appropriate plus the awareness of the historical context in which all the Sources take place. For example, Cobb and Stephens are both national politicians as well as local ones so their evidence taken in context lends support to the hypothesis.

L6 AS L5, PLUS **EITHER** [23–25]

(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.

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

For (b) include all Level 5 answers which use the evidence to modify the hypothesis (rather than simply seeking to contradict/support) in order to improve it. For example, many factors other than that stated in the hypothesis were present e.g. local factors and economic interests so that the hypothesis can be argued as being far too general.

## SECTION B

### Essay Questions 2–8

These will be marked using the criteria outlined in *The Generic Mark Bands Scheme for A Level History Papers*.

#### 2 How far did the USA benefit economically from westward expansion after 1865?

Some answers may have slight overlap with **Question 4**, but this should be overlooked. Answers may well focus on railroad expansion, in particular after the first transcontinental link in 1869. Eventually this led to 5 different transcontinental links.

Along with this, one must consider the impact of the Morrill Land Grant Act of 1862 and the Homestead Act of 1862; these led to increased settlement and the adoption of new inventions to cope with the more difficult agrarian conditions of the West and led to a large increase in agricultural production. Responses may also focus on the importance of mining, cattle ranching and farming as factors in economic expansion. The development of ports on the West coast linked to the railroad network opened up America to vast new markets in the Pacific.

Attention could also be drawn to the rapid emergence of great cities in the American heartland, Chicago being the most spectacular example. High quality answers (21–25) will be consistently analytical, well argued and with high quality supporting material relevantly deployed. Good answers (18–20) will be mostly analytical/explanatory but with some unevenness in structure or argument and the quality of supporting material. The overall impression will be of a good solid answer. Bare pass answers (11–13) will be largely descriptive or narrative and relevance and accuracy may vary.

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### **3 Why did the South lose the Civil War?**

The key issue here is the South's defeat, not the reasons for the North's victory, hence the emphasis must be firmly on the South in responses. The question may attract a "shopping list" of reasons for Northern victory but these cannot score beyond the top of Band 4.

The South's inherent weaknesses at the outset were: a smaller population, much smaller industrial production, dependence on Northern finance, a much smaller railroad network, absence of a substantial merchant marine. As against this, the South had the strategic advantage of having merely to defend its territory, interior lines of communication and the strong motivation coming from defending their homes from attack by outsiders. Key reasons that emerged during the war were; the success of the Union blockade of the South which prevented the export of cotton and the import of essential war materials, and the failure to secure recognition of the Confederacy by Britain and France, the insistence on States' Rights by some Governors which hindered military operations, the capture, early in the conflict, of the South's biggest port, New Orleans, the division of the Confederacy into two separate entities, and the poor political leadership of Davis. Responses may deal with the decisive leadership of Lincoln and his refusal to negotiate with the Confederacy when this, at times, appeared to be the only way to end the conflict. Better responses may stress that the South's defeat was never inevitable and as late as August 1864 war weariness was prevalent in the North and Lincoln thought it likely he would be defeated in the November Presidential elections. This could well have led to a negotiated peace. High quality answers (21–25) will be consistently analytical, well argued and with high quality supporting material relevantly deployed. Good answers (18–20) will be mostly analytical/explanatory but with some unevenness in structure or argument and the quality of supporting material. The overall impression will be of a good solid answer. Bare pass answers (11–13) will be largely descriptive or narrative and relevance and accuracy may vary.

### **4 Assess the impact of immigration on American social and economic life from 1865 to 1914.**

The key issues here are to assess – not merely describe the impact of immigration, and to deal with both social and economic issues. Responses may tend to be generalised and over descriptive (Band D at best), but some reference should be made to the extent and scale of immigration; 26 million people from 1865 to 1914, three times greater than the total in the preceding two and a half centuries. Responses should say where immigrants came from, where they settled and what occupations they followed. Up to 1880 they were from Northern Europe and the British Isles; after 1880 overwhelmingly from Eastern and Southern Europe. They predominantly settled in cities and this resulted in slum conditions, public health hazards and increasing crime. The influence of city bosses was increased as they provided the only welfare provision for immigrants who, in return, gave them their votes; this led to increased civic corruption.

The economic impact lay in fuelling America's great economic expansion from 1865 (some data would be helpful here). They provided a vast, cheap and motivated labour force competing for jobs. Other factors were present such as a vast internal market, cheap land and finance capital from Europe, also a political and legal system highly favourable to free enterprise. Clearly this huge pool of labour was a major factor. The prevailing American dream that all things were possible for those who worked hard also played a part in motivating the ambitious. Carnegie and Pulitzer demonstrated what could be achieved by immigrants. High quality answers (21–25) will be consistently analytical, well argued and with high quality supporting material relevantly deployed. Good answers (18–20) will be mostly analytical/explanatory but with some unevenness in structure or argument and the quality of supporting material. The overall impression will be of a good solid answer. Bare pass answers (11–13) will be largely descriptive or narrative and relevance and accuracy may vary.

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**5 Examine the changing role of African-Americans in the nation's economic, social and political life from 1900 to 1968.**

The key issue is to examine, not just describe, the changing role of African-Americans. The long time period means that a broad brush approach would be the most profitable for candidates. Answers will probably concentrate on the post 1945 period, but to earn Bands 1 and 2 the earlier period must be examined.

Their condition in 1900 was dire and the gains of the Reconstruction period had proved temporary, with discrimination legalised by the Plessy v Ferguson Supreme Court judgement. In the North, African-Americans were second class citizens; in the South they lacked the most elementary citizen's rights. In 1909 the NAACP was formed; the contrasting philosophies of WEB Du Bois and Booker Washington need examining with the latter having discreet influence over some of President Theodore Roosevelt's appointments. The 1920s were a very difficult time with the revival of the Ku Klux Klan on national basis, but the New Deal saw modest advances made and significantly the Black vote in the North shifted from Republicans to Democrats.

However, Blacks were more severely affected by the Depression than other groups. The period following WWII is well known and marks should be awarded to those who highlighted the main themes such as the Brown judgement, Martin Luther King's Civil Rights Campaigns in the South and ultimately the crucial Civil Rights Act and Voting Rights Act. To secure the higher bands there has to be an assessment of how much advance African Americans actually made in terms of employment, income, housing, educational opportunities etc. While their role had changed greatly over this period these factors lagged behind their legal equality.

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**6 Consider the view that the New Deal was more significant politically than economically.**

The key issue here is to evaluate the economic success of the New Deal policies compared with political achievements. When FDR inaugurated his New Deal the US was suffering from the worst Depression in its history, so deep rooted that confidence in the whole American system of free enterprise capitalism was severely shaken.

In terms of unemployment, incomes and share prices, the New Deal saw at best only partial recovery. By 1939 there were still 9.5 million unemployed, 17% of the working population and investment still lagged. Manufacturing production had returned to the 1929 level, but it was unclear whether this was due to the New Deal. Some policies such as NIRA were failures, others such as AAA partially successful, while the TVA was a great success. FDR had little interest in economics and followed no consistent policy, at time balancing budgets by reducing Government spending, at others favouring deficit financing on Keynesian lines. The principal was clearly established that the Federal Government had the responsibility to maintain the overall level of economic activity, in particular, employment. There were also successful measures to regulate banks and securities and to expand the role of the Federal Reserve Bank.

However, politically the New Deal was a watershed. The role of the Presidency was enhanced greatly and power shifted from the States to the Federal Government. The Democrats became the dominant party at all levels for the first time, the relationship between the President and Congress shifted in favour of the former. Trade Union rights were established by law and their role increased greatly. Finally the role of minorities (and women) were enhanced.

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FDR had the capacity to inspire optimism, even in difficult times, and was an activist par excellence, willing to listen to anyone and try anything. However, the New Deal was shapeless, even chaotic, with no underlying philosophy. High quality answers (21–25) will be consistently analytical, well argued and with high quality supporting material relevantly deployed. Good answers (18–20) will be mostly analytical/explanatory but with some unevenness in structure or argument and the quality of supporting material. The overall impression will be of a good solid answer. Bare pass answers (11-13) will be largely descriptive or narrative and relevance and accuracy may vary.

## **7 To what extent was American foreign policy isolationist between 1920 and 1941?**

The key issue here is the extent to which the US was an active player on the world stage. There was a sharp reaction against Wilson's internationalism and in particular against America's war time allies, and hostility to the League of Nations. However one must distinguish between isolationism in the sense of non adherence to foreign commitments, and America pursuing an active but independent role in world affairs. The US was an active participant in the League as observers, sent delegates to many League conferences e.g. on drug trafficking; and in 1934 joined the best known League agency the International Labour Organisation. Although the US never joined the World Court, there was always an American judge on the bench. The Kellog-Briand Pact was a US initiative as was the Washington Naval Agreement. There was also a Four Power Treaty between the US, UK, France and Japan mutually guaranteeing each other's possessions in the Pacific.

However, the four Neutrality Acts all passed by Congress as international tension was increasing were examples of classic isolationism. Once war occurred in 1939 FDR proceeded to circumvent the clear intention of the Acts by Lend Lease to Britain, credits for war materials to Britain and by autumn 1941 America was waging an undeclared naval war in the Atlantic against Germany, stopping just short of active belligerency. Better responses will clearly demonstrate the steady shift away from isolationism from 1938 onwards.

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**8 Evaluate the impact of the mass media on America’s social and political life from 1945 to 1968.**

May well be a popular question. What is needed is a good structure with argument, instead of assertion and generalisation. By mass media is meant radio and television, newspapers and film. Television will probably dominate answers, and here one would welcome data as to the number of sets and viewers and which programmes were influential and why. The power of sponsors and advertisers should be noted. There could well be references to Nixon’s “Checkers” speech in 1952 which saved his VP nomination and the Nixon/Kennedy debates in 1960 which may well have won JFK the Presidency. Extensive television coverage of police violence against peaceful civil rights demonstrators in the South shocked moderate opinion and assisted Martin Luther King’s cause greatly in the campaign which culminated in the Civil Rights legislation of the 1960s.

Live, critical coverage of the Vietnam War (contrast the Korean War) and the campus demonstrations against the War at home caused Johnson to abandon seeking a second term. Print media by contrast had mainly influence over opinion formers and elites via the New York Times and Washington Post which were in effect house journals for the political class. Best responses may indicate the profound influence the media had on popular culture and lifestyles. Radio’s influence appears minor except with music and evangelism.

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