

**MARK SCHEME for the October/November 2010 question paper  
for the guidance of teachers**

**9697 HISTORY**

**9697/53**

Paper 5, maximum raw mark 100

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

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

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## GENERIC MARK BANDS FOR ESSAY QUESTIONS

Examiners should note the mark bands below and assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptors in a particular Level to qualify for a Mark Band. In bands of 3 marks, examiners will normally award the middle mark, moderating it up or down according to the particular qualities of the answer.

<b>Band</b>	<b>Marks</b>	<b>Levels of Response</b>
1	21–25	The approach will be consistently analytic or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material and ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument. The best answers must be awarded 25 marks.
2	18–20	Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that a good solid answer has been provided.
3	16–17	Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there will 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 conclusion. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organised more effectively.
5	11–13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the 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 which 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: The Road to Secession and Civil War 1846–61.

- 1 'The sectional conflict which led to the Civil War was about the clash of competing economic interests.' Using Sources A–E discuss how far the evidence supports this explanation of the causes of the Civil War.

**NB To attain Levels 4–6 candidates must evaluate the sources in their historical context.**

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

These answers will write about the economic interpretation of the Civil War. However, candidates will not use the sources as information/evidence to test the given hypothesis. If sources are used, it will be to support an essay-style answer to the question.

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

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

For example sources could be used to challenge the hypothesis.

Source B states '*an irrepressible conflict between opposing and enduring forces and it means that the United States must and will sooner or later become either entirely a slave holding nation or entirely a free labour nation.*'

Sources could be used to support the hypothesis, for example; Source A states '*you want by an unjust system of legislation to promote the industry of New England at the expense of the people of the South and their industry.*'

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

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 both points, or similar ones to those used in the Level 2 example could be used so as to put the case for and against the hypothesis. The sources will still be used at face value.

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

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

Against the hypothesis; *Seward is an important authority as a founder of the Republican Party, an aspiring candidate for the Presidency and Secretary of State during the Civil War. His views, therefore, carry great weight.*

For the hypothesis; *Jefferson Davis became the President of the Confederate States of America in 1861, hence was the leader of the secession movement from the Union. His views, therefore, carry great weight.*

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

These answers know that testing the hypothesis involves both attempting to confirm and refute the hypothesis and are capable of using the sources in their historical context to do this (i.e. both confirmation and disconfirmation are done at this level.)

For example all points made for Level 4 answers or similar, relevant ones. It is essential that **both** alternative views are put in interpreting/evaluating the evidence.

L6 AS L5 PLUS **EITHER**

[A] EXPLAIN WHY EVIDENCE TO CHALLENGE/SUPPORT IS BETTER/PREFERRED **OR**

[B] RECONCILES/EXPLAINS PROBLEMS IN THE EVIDENCE TO SHOW THAT NEITHER CHALLENGING OR SUPPORT IS TO BE PREFERRED. [22–25]

For [A] the argument has to be that the evidence for challenging or supporting the hypothesis is better/preferred. This must include a comparative judgement i.e. not just why some evidence is better but also 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), in order to improve it.

For example, a revised hypothesis could be that 'the sectional conflict that led to the Civil War was mainly about the clash of competing economic interests.'

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### **Section B: Essay Questions**

NB. To gain Band 3 upwards [16–25 marks] candidates must focus on the question rather than the topic.

**2 How far was the displacement of the Native American nations and the destruction of their way of life a consequence of deliberate government policy in the period 1840–1896?**

Candidates should distinguish between the Federal and State Governments; the western states in particular being much less sympathetic to Native Americans' aspirations. Andrew Jackson's aggressive and deliberate removal of Indian Nations, in spite of treaties and decisions of the Supreme Court, should feature as background introduction only. It is difficult to point to any conscious decision of the Federal Government to displace the Nations, however it was the inevitable consequence of other policies authorised or instigated by them. The commonly accepted doctrine of Manifest Destiny meant that Indians would have to share their territory with large quantities of settlers, usually hostile to their way of life. Also certain aspects of settlement directly impinged on Native American culture, most obviously the erection of barbed wire fencing. The railroad boom directly encouraged by Federal Government not only cut across Indian lands but also encouraged further settlement. Candidates may refer to the systematic destruction of the buffalo herds to the point of extinction. The discovery of gold led to the Sioux tribes losing their hunting grounds and territory promised to them ten years previously. The point about the Native Americans 'way of life' is quite separate. Following the Civil War there seems to have been a change of heart by the Federal Government in favour of humanitarian policies. Following the five Plains wars from 1870 to 1876, an Indian Peace Commission was set up with a policy of moving the Nations into reservations. This conflicted directly with the nomadic way of life of most of the Nations. There followed a policy of 'Americanisation' designed to integrate Native Americans. In 1887 the Dawes Act changed policy by creating family ownership of land in the reservation; this was misguided as the Natives had no concept of private ownership of land and led to millions of acres being lost to them as the result of fraud by white speculators. It should also be noted that the Federal army frequently intervened in disputes on the side of settlers, even when this was against expressed Federal Government policy.

**3 How far was the battle of Gettysburg the key turning point of the Civil War?**

Though not essential candidates should give some indication of what they mean by a 'turning point'. A working definition would be an event which resulted in a definite and irreversible change in the balance of forces between the two combatants. After Gettysburg it became impossible for the Confederate army to launch major offensive operations in the North. Prior to Gettysburg there had been a number of Confederate victories and it was hoped that by threatening Washington directly a decisive victory would lead to pressure for a negotiated peace. This was the 'knock out blow' strategy favoured by Lee and Davis. Following Gettysburg the heavy casualties sustained by Lee's army meant that a defensive strategy had to be substituted. However, time was not on the Confederacy's side. Candidates will undoubtedly draw attention to the Union's great superiority in manpower, industrial production, finance and naval power. However, it should be noted that the war continued for another twenty one months and as late as mid 1864 it seemed highly likely that McClellan, whom Lincoln had dismissed twice, would be elected President on a programme of an armistice and negotiations with the Confederacy. Lincoln himself believed he would be defeated but the capture of Atlanta by Sherman altered the picture dramatically in his favour. Candidates may also point to the capture of Vicksburg on the day following Gettysburg as an alternative turning point. This had the effect of cutting the Confederacy in half and turning the Mississippi into 'a Union highway'. Another possible turning point for discussion would be the appointment of Grant as General in Chief of the Union army in March 1864.

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**4 Which of the three 'Progressive' Presidents was the most successful in tackling American social and economic problems in the period 1901–1917?**

The three Presidents referred to are Theodore Roosevelt, Taft, and Wilson. Progressivism needs to be briefly defined. It was the heir to Populism, but middle class, urban and with no interest in currency reform. It was a reforming movement, being a sharp reaction against the laissez-faire business policies dominant at all levels from 1865 onwards. Its main concerns were urban reform, particularly in the areas of health and housing, curbing corruption and the power of party machines, regulating and reforming the Trusts and to increase direct popular participation through, for example, direct election of United States Senators and city managers. It was an attitude of mind and not confined to any party, but in practice represented an alternative to Socialism which was gaining ground rapidly in the first decade of the twentieth century. During Theodore Roosevelt's Presidency he made conservation a priority, created a sensation by siding with coalminers in a protracted dispute with mine owners, introduced the first Pure Food and Drug Act and brought twenty four indictments against Trusts under a new Anti Trust Act. Taft was much more low key, but arguably achieved more; an eight hour day was introduced for all employees on government contracts, a Federal Department of Labour and Commerce was set up, he was responsible for guiding through the 16<sup>th</sup> Amendment for a graduated income tax and the Mann-Elkins Act extended the authority of the Inter State Commerce Commission to telephone and telegraph companies. Woodrow Wilson's domestic achievements were probably more substantial than those his two predecessors. Several laws were passed to help farmers and workers, a Farm Loans Act was passed, the eight hour working day was extended to interstate railroad workers and a ban on all goods produced by children under fourteen where the goods crossed state borders was introduced. A new Anti Trust Act made it clear that strikes and boycotts were not illegal and, perhaps most significantly, in 1913 the Federal Reserve Board was created.

**5 Why did it take so long to secure an effective implementation of African-American civil rights in the period 1895–1968?**

Candidates should confine themselves to the timeframe in the question except for possibly an introductory paragraph. 1895 marked the Supreme Court decision in the landmark case of Plessey v Ferguson that public facilities could be separate i.e. segregated and still be 'equal'. In 1910 the National Association for the Advancement of Coloured People was founded in order to pursue cases through the courts. Its aim was to seek the 'civil and political equality of the Negro people.' The main reasons to consider were; first, African-Americans were a minority in every State of the Union, therefore, could not even in Northern States use the vote to satisfy their demands. The one exception was Washington D.C. where they were a large majority of the population, but there was no elected mayor, or city council or voting representation in Congress. Secondly, there was almost universal social discrimination against African-Americans which was pervasive and held them back. Thirdly, the African-Americans were disorganised, with many factions with quite different strategies. As the population was amongst the poorest in the country it was difficult to organise effectively. Fourthly, the seniority rule in Congress meant that the chairmen of the powerful Committees in House and Senate were usually held by Congressmen and Senators from the South where there was a virtual one party system. This made it almost impossible to get Civil Rights through the legislative machinery unless there was very strong pressure from the President. However, there was little incentive for Presidents to take political risks on this issue which only affected a 10% minority of the population. It was President Lyndon Johnson who took the considerable risk of using his skills as former Majority Leader in the Senate to drive through the Civil Rights Act 1964, the Voting Rights Act 1965 and the Poll Tax Amendment. He knew full well that in doing this he was dooming the Democratic Party to long term minority status in the South.

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**6 Which groups benefited the most and which the least from FDR's New Deal policies in the period 1933–1941?**

Candidates should give an outline to the background of the New Deal and the main measures of the One Hundred Days however they should remain focused on the question and take care not to write a narrative of New Deal legislation with no comment or evaluation. They may mention how different groups were affected by the Depression but should not get too involved in the detail of the Wall Street Crash. By 1933 12.8 million people were unemployed. Farmers, who had been suffering throughout the 1920s, saw incomes half between 1929 and 1933. The collapse of the banks meant that millions of dollars of savings were lost. This had a notable impact on the elderly who, in a state with no welfare system, lost their pension provision. The extent to which the New Deal addressed the needs of the people affected by the depression can be debated. Some groups gained more than others and there were still 8.1 million people unemployed in 1940. New Deal agencies such as the Civilian Conservation Corps, Civil Works Administration and the Works Progress Administration were established to address unemployment. The Trade Unions were also strengthened and it could be argued that skilled workers gained the most from this. In order to help the farmers the Agricultural Adjustment Act was passed, followed by the Resettlement Administration which aimed to help displaced tenant farmers. Candidates may also mention the Banking Act, which restored confidence and helped many groups in society, and the Tennessee Valley Authority which provided assistance to those in that area. The 1935 Social Security Act introduced pensions and unemployment insurance, although benefits were low and some groups were excluded. It could be argued that women and African-Americans gained little. Many sharecroppers were displaced by the AAA and the Fair Labour Standards Act of 1938 excluded domestic workers and farm labourers. Candidates may consider that the rich lost out through increased taxation.

**7 Why, in spite of its stated policy of neutrality, did the United States enter World War I?**

The United States had only ever formed one alliance with a European power, France, during the Revolutionary War. The Monroe Doctrine had acted as a warning to the European Powers not to intervene in the American continent. The Spanish American War of 1898 had made the United States a Great Power. In 1914 there were no compelling reasons for America to be involved in the First World War. However, sentiment among the elites favoured Britain and France, though America traded extensively with both combatants. By 1917 the US was financially committed to the Allies with approximately 2 billion dollars of loans. The Russian Revolution of 1917 made it clear that Russia could not continue the struggle and would sue for peace with Germany. This would make Allied defeat be likely; Germany would demand reparations from Britain and France which would have meant that America's loans would be forfeit. Other reasons were the German submarine attacks on Allied shipping, most notably the Lusitania. While the Germans gave a guarantee in April 1916 they would cease submarine attacks on passenger shipping, in January 1917 the German High Command announced it would resume unrestricted submarine warfare. The United States broke off diplomatic relations with Germany, but Congress was still opposed to a declaration of war. Two events caused a change of heart by Congress; the new Provisional Government in Russia promised democracy and the war could now be presented as a democratic one against the autocratic regimes of Germany and Austria. Secondly, the contents of the Zimmerman telegram to the German ambassador in Mexico became known. Further loss of American lives at sea in February and March turned public opinion around, though 50 Congressmen voted against war when the declaration of war was passed by the US Senate in April 1917.

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**8 How far is it correct to say there was a serious urban crisis in America in the 1960s?**

Candidates must make it quite clear that they understand what the urban crisis was. The finances of American cities were precarious with poor housing, large numbers of slums and decaying transport systems. These resulted in middle class flight into outlying suburbs and towns which meant to loss of revenue to the cities. Increasingly, the centre of cities, such as the Bronx in New York, became inhabited by the very poor who made demands on the welfare system without paying significant local taxes. Increasing crime made cities less attractive to live in. City finances were made worse by the common practice of jobs on the public payroll being given as a form of political patronage. In 1968 it was estimated that one adult in thirteen worked for the City or the five boroughs of New York. President Johnson's Great Society made a conscious effort to improve lifestyles in cities; the Omnibus Housing Act gave 8 billion dollars to fund 3 million housing units for low and middle income earners as well as rent aid. The Demonstration Cities and Metropolitan Development Act gave 1.2 billion dollars in subsidies for housing, recreation and slum clearance. Better transport systems were supported by the Urban Mass Transportation Act and the creation of a Federal Department of Transport.