

CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2013 series

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 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.

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Page 2	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2013	9697	53

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.

Band	Marks	Levels of Response
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 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 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 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.

Page 3	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2013	9697	53

Section A

Source-based question: Levels of Response

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

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

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

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

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

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

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

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

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

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

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

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

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

Page 4	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2013	9697	53

Section A

- 1 Using Sources A–E, discuss the assertion that the policy of the Democrats towards Kansas–Nebraska in the period 1854–56 was successful.

	SOURCE & CONTENT	ANALYSIS: [L2–3]	CROSS-REFERENCE	CONTEXT AND/OR PROVENANCE	EVALUATION: [L4–5]
A	A cartoon from c.1856 showing the Democratic platform in a very critical way.	The cartoon clearly shows the cartoonist’s view that the Democratic policy towards K–N was one of intimidation and violence. Thus No .	A, and its reference to border ruffians, is supported by C and D but not by B and E.	The incidents in the cartoon did happen and so the message has some validity. Cartoons tell only one side of the story, however.	The partisan nature of the cartoon, as shown by cross-referencing, means it has to be discounted. Thus Yes .
B	An 1856 editorial from the ‘Richmond Enquirer’ which aims to urge the South to resist the North’s intrusions into K–N.	There is no mention of the Democratic party but the assertion that the South has been a spectator in K–N implies Democratic failure. Thus No .	A gives the opposite impression to the one given by B, as do C and D. Though E is on the same side as B it does not support its views.	B is from a Southern newspaper in election year and thus is unreliable.	The description of Northern groups is very emotional, cross-referencing provides little support and the context all show this is an unreliable source. Thus Yes .
C	An 1856 letter from the Free-Soil governor, imprisoned by the official, pro-Unionist governor of Kansas, to the Republican presidential candidate.	C accuses Pierce, the Democratic president, of supporting rule by tyranny in Kansas. Thus a definite No .	The view of C is supported by A, definitely, and D, in part. Sources B and E give a very different impression.	Robinson’s imprisonment undeniable; it was bound to provoke a partisan response which helped inform the 1856 election.	The context of 1856 in Kansas shows that this partisan source is evidence against the assertion. Thus No .
D	An 1856 report of a speech by Lincoln which shows Southern Democrats – but not Northern – supporting Pierce’s pro-slavery policy in K–N.	Lincoln is reported as showing how Pierce’s policies had helped spread slavery in K–N while dividing the Democrats. Thus Yes and No .	Lincoln’s argument about the spread of slavery is supported in part by Source E. A and C give some support, B gives none.	The report is in a Northern newspaper just before the election. However, the reporting is descriptive, unemotional and verifiable by other sources.	This source is reliable. Overall, it shows that the Democratic policy in K–N helped create Republican opposition in 1856. Thus No .

Page 5	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2013	9697	53

E	Extract from President Buchanan's 1857 inaugural address praising federal policy towards K–N and hoping that the slavery issue had been solved.	Buchanan as a Democrat is praising the K–N policies of the Pierce administration, also Democratic. Thus Yes .	Source E's optimistic view of events surrounding K–N has no great support from any of the other sources.	An inaugural address by one Democrat taking over from another has no choice but to praise Democratic policies.	This source is unreliable, as shown by cross-referencing and contextual evidence. Thus No .
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Level 6: In addition to reaching Level 5, candidates can also EITHER (a) explain why one set of sources for or against the hypothesis is preferred to the other OR (b) use the evaluated sources to support an alternative hypothesis. Thus:

Either (a): Although there is evaluated evidence to both challenge and support the assertion that the policy of the Democrats towards Kansas-Nebraska in 1854–56 was successful, the evidence against the assertion is stronger. The sources which initially support the argument, Sources E and (partly) D, are shown on evaluation to be unreliable. One was written by the Democratic president and the other was part of a Republican analysis of the harmful consequences of Democratic policy. The sources against the assertion, though sometimes equally partisan, are supported by both cross-referencing and contextual knowledge. They are more convincing.

Or (b): The evaluated evidence shows the successes and failures of Democratic policy towards Kansas-Nebraska in 1854–56. It should not be forgotten that the Democrats won the 1856 presidential election, which suggests that the policy was not that disastrous for the Democrats. However, Democrat policy in Kansa-Nebraska did help the Republican party to form in 1856, with Lincoln as one of its leaders. The policy might have helped spread slavery, as Source D shows, but it also provoked a strong reaction from the North, as shown by Sources A and B. By 1860, that reaction – and Kansas-Nebraska was a continuing problem after 1856 – helped the Republicans win the White House. Thus a more valid assertion might be 'the policy of the Democrats towards Kansas-Nebraska in 1854–56 had some short-term success but in the longer term was a failure.'

NB The above summaries indicate possible approaches to analysing and evaluating the sources. Other approaches are valid, if supported by accurate knowledge and sound understanding, as well as by the skills of source evaluation.

Page 6	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2013	9697	53

Section B

2 Evaluate the factors which explain the growth of the myth of the Wild West.

The Wild West was the frontier region of the USA in the late 19th century to c.1890. The main features of the traditional myth – that is a simplified and misleading but widely accepted account – of the Wild West were:

- cowboys vs. Indians
- civilised vs. uncivilised
- the outlaw as the hero
- the pioneer as a conqueror

There might be a counter-myth of modern times, which reverses the relationship between cowboy and Indian, seeing the White American as uncivilised and the Indian as the noble savage.

In terms of the traditional myth, factors which explain its growth in the late 19th and earlier 20th centuries include:

- **The creation of the Wild West Show** by Buffalo Bill Cody from 1883 plus many others playing in US cities and Europe.
- **The writings of Frederick Jackson Turner** and especially his 1893 essay *The Significance of the Frontier in American History*.
- **Paintings of the Wild West** from the 1880s, Frederic Remington's, and later Charles Russell's, paintings were very popular.
- **Novels about the Old West** starting with Owen Wister's *The Virginian* in 1902 and continuing with the works of Zane Grey among others.
- **Films about the Wild West** the first narrative film, *The Great Train Robbery*, 1903, was a Western. Many silent films were about the Wild West, especially when filmmaking moved to California.
- **The growth of the working class in the industrial cities** created the demand for black-and-white stories about the US frontier.

3 How far was the outcome of the Civil War determined by the policies of the European great powers?

Had Britain and France supported the South in the early months of the war then its break from the USA would have stood a good chance of success. And there was a possibility that the two great powers would do so.

- **Attitudes towards the combatants**

If anything, the UK was more sympathetic to the South, despite slavery and despite the South introducing an embargo on cotton exports at the start of the war. This was because

- UK relations with the USA had not been that great before the war; the Morrill Act of March 1861 introduced high tariffs which harmed UK trade with the USA.
- The UK was more of an economic rival with the North, a partner with the South.
- The UK saw the South defending a way of life, the North trying to maintain its power.

In addition, France under Napoleon III, who had ambitions in Mexico, saw the Confederacy as more of a useful ally.

- **The early military campaigns of the Civil War**

These tended to benefit the South, which caused more Europeans to support them, despite the hardship caused by the embargo on cotton exports.

The policies of the powers, determined largely by the UK, as Napoleon III was not prepared to act unilaterally, were interrelated:

- **Neutrality 1861**

In May 1861, in response to the Northern naval blockade, the UK decided that a state of war existed, rather than a rebellion, and thus decided on the policy of neutrality. This meant it recognised the CSA as a belligerent in a war rather than insurgents. This strengthened the

Page 7	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2013	9697	53

CSA, which could license privateers and send ships to states which recognised them as belligerents. UK recognition was a boost for the South, a setback for the North, which refused to give the CSA belligerent status.

- At the same time, the UK also revived the **Foreign Enlistment Act of 1819**, which made it a crime for UK citizens to join a foreign army and prevented UK companies from selling warships to belligerent states. [Guns could still be supplied.] This probably harmed the South more than the North. However, there were ways around the Act.

- **Mediation 1862**

By the summer of 1862, the war itself had reached stalemate. There was growing pressure, especially within the UK, for Europe to intervene to bring the war to an end. Such a move was linked with the European powers recognising the CSA as a sovereign state. Gladstone argued for such a policy, as did many others. The policy of mediation was never accepted by most European great powers. In America, the South was keen, the North hostile. What mediation would mean in practice was never really addressed. As the North made military advances in 1862–63 so the likelihood of mediation evaporated. The main European policy remained one of non-intervention from start to finish. Though initially this favoured the South, in the longer term it gave the North time to get itself organised. Thus the policy did influence the outcome of the war, albeit marginally. The question allows other factors to be mentioned.

4 How far and how quickly did Henry Ford's production line revolution transform American industry in the early twentieth century?

The production line revolution consisted of:

- a moving assembly line
- interchangeable parts, made by machine tools, not hand
- the separation of the production of the parts from the assembly of the finished product
- vertical integration on one site of all the stages of production, from steelmaking onwards
- a well-paid workforce – to reduce turnover and increase production.

It resulted in mass produced, standardised, and low cost/low price products. It required electricity-driven power tools and a semi-skilled work force. Henry Ford finalised the assembly line system in 1913. This enabled a Model T Ford to be produced in 93 minutes instead of 12 hours. The car, which cost \$850 in 1909, sold for \$260 in the 1920s. Reducing the price of the Model T Ford created a mass market. The Model T was first produced in 1908–9, when 10,000 were made. The moving assembly line produced 170,000 cars in 1913 and 730,000 by 1917. Between 1908 and 1927, 15 million Model T cars were produced. The moving assembly line, not a new idea, was the essence of Ford's production line revolution. As well as the transport industry, the revolution helped transform the manufacture of consumer goods such as

- refrigerators
- washing machines
- vacuum cleaners
- wireless radios
- gramophones
- telephones

Many of these goods were produced by companies which became household names, e.g. Hoover. Easy credit in the 1920s led to a boom in production of these goods. The depression of the 1930s caused a fall in demand and production which affected all companies, including Ford. The mass production methods were essential to providing the tanks and planes of the Second World War. The assembly line for B-24 bombers, much more complex than a car, produced one plane an hour by 1943–4. The assembly line has been described as being at the heart of a second industrial revolution, though perhaps electricity was more central.

Page 8	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2013	9697	53

5 'At a time when moderate Africans were successful as never before, the rise of black militant groups in the 1960s is hard to explain.' Discuss this view.

The civil rights movement was focused on the social needs of blacks, especially in the rural South and wanted to minimise racial differences. The militant groups concentrated more on the social needs and political demands of blacks in the urban North and wanted to maximise racial differences. Good answers need to explain and analyse this contrast.

- **The Civil Rights Movement**

This was led by groups such as the Southern Christian Leadership Conference [SCLC], formed in 1957 to desegregate public transport in the South. Longstanding groups such as the NAACP and Congress of Racial Equality [CORE], even though national bodies, tended to focus their energies on the South in the 1950s and 1960s. The Student Non-Violent Coordinating Committee [SNCC], formed in 1960, started with a focus on the South and the use of non-violence. By 1965, however, under Stokely Carmichael and H Rap Brown, it advocated the use of black power. The successes of the movement included both ending segregation at the state level and achieving legislative and constitutional reforms at the federal level.

- **Militant Black Groups**

The main ones were:

- **Nation of Islam [NOI]** formed 1930.
Founded in Detroit, based in Chicago, NOI under Elijah Muhammed argued for black separatism.
- **Malcolm X** was a leading member of NOI until he left/was expelled in 1964. He argued non-violence was 'the philosophy of the fool' though his views were less separatist after his conversion to Islam and just before his assassination in 1965.
- **Black Panthers** 1966.
Founded in California by Huey Newton and Bobby Seale, the Black Panthers had a more aggressive approach, including armed citizens' patrols 'policing the police'. With 10,000 members in 1968–9, the Black Panthers soon declined in importance as internal divisions and FBI actions took their toll.

6 Was American society more or less divided in 1939 than it had been in 1929?

The division could be economic, social, cultural:

- **Economic Inequality**

KEY ECONOMIC DATA 1929-39		
	1929	1939
Unemployment	Rising to 5%	c17.0%
Dow Jones Index	343	121
Gross National Product	105 billion dollars	94 billion dollars
Value of dollar	\$1.00	81 cents

Recent research by an academic called Emmanuel Saez provides data about the share of the wealth of the top 10%. This shows that economic inequality had reduced slightly, perhaps mainly because of the various New Deal reforms, perhaps because of falling stock market values. Poverty levels are very hard to measure, not least because data was not collected. It is argued that at least one-third lived in poverty, compared with 12–15% in recent times. The broad conclusion would appear to be that the USA was slightly less unequal in 1939 though

Page 9	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2013	9697	53

this would not offset the poor conditions experienced by a much greater number of people – and especially by certain groups such as farmers.

- **Social Inequality**

Measuring social inequality is difficult. With regard to the Great Crash and Great Depression the focus has been on the lives of ordinary people living in extraordinary times. Thus James Agee's and Walker Evans' *Let Us Now Praise famous Men* and John Steinbeck's *The Grapes of Wrath*. Some groups did benefit slightly by 1939, the most obvious being old people as a result of the Social Security Act of 1936. Most, however, experienced little improvement in their lives between 1929 and 1939.

7 Compare and contrast the American contribution to Allied victory in the First World War with its contribution to victory in the Second World War.

The broad contrast is between a later and more limited intervention in 1917 and an earlier and much greater intervention in 1941.

The contribution can be considered in four ways:

- **Provision of equipment**

In WWI, the US supplied guns and ships to the Allies from 1914. In WW2, the USA became the 'arsenal of democracy', providing huge amounts of equipment to the UK and the USSR. As in WW1, it provided help to the Allies even before it joined the war, e.g. lend-lease.

- **Provision of men**

In 1917–18 one million troops crossed the Atlantic to play a part in the final advance against Germany which ended the war. Some 116,000 were killed.

In 1941–45, 16 million Americans served, of whom some 400,000 were killed. They fought on two fronts: Asia from 1942 and Europe from 1944.

- **Finance**

In both wars, the US made loans to its allies, causing some problems afterwards. After WWI problem was compounded by the issue of German reparations. In 1945, the main issue was a further loan to the UK to stop it going bankrupt.

- **Political Leadership**

In WWI, the US role was limited until 1918, when Wilson made his speech about war aims and the League of Nations. Wilson's role at Versailles is not relevant to this question. In WW2, American leadership was prominent even before the USA joined the war, e.g. the Atlantic Charter August 1941. In face-to-face meetings with Stalin at Tehran, Yalta and Potsdam, the US presidents led the Western Powers.

8 Assess the impact of technological change on US society in the period from 1945 to 1968.

Technological change could involve the continued development of existing technologies or the development of new ones – even though the distinction is less clear cut in practice. Among new technologies developed since 1945 are:

- **The transistor 1947**

This revolutionised electronics and allowed, for example, the development of the transistor radio a decade later.

- **The space satellite 1957**

The Soviet sputnik was the first of thousands of satellites, many improving global communications, e.g. Telstar 1962.

- **The birth control pill 1957**

This led to a revolution in sexual behaviour and social relations.

- **The jet airliner 1958**

The Boeing 707 was the first of many civilian aircraft powered by jet engines, allowing them to go faster and further than ever before. It enabled people to move around the USA more quickly and led to the start of mass tourism.

Page 10	Mark Scheme	Syllabus	Paper
	GCE AS/A LEVEL – May/June 2013	9697	53

- **The integrated circuit 1959**

These small devices allowed the miniaturisation of many electronic devices, not least computers.

The question requires focus on the impact of changes such as these and others. Many helped to provide more mass-produced consumer goods which, given the prosperous times of the 1950s and 1960s, helped stimulate a more materialist society. It would be relevant to consider the kind of impact e.g. social, economic or cultural.