

**MARK SCHEME for the May/June 2009 question paper  
for the guidance of teachers**

<b>9697 HISTORY</b> 9697/05                      Paper 5, maximum raw mark 100
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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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**NOTE:** All questions are to be marked using the Generic Marking Bands Scheme for source based and essay questions.

To attain the higher levels [4–6] Candidates must evaluate the sources in their historical context.

## SECTION A

### Source-Based Question

- 1 'Lincoln was an opponent of slavery.' Using Sources A-E , discuss how far the evidence supports this assertion.

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

Answers will write about the question, but will not use the Sources as evidence.

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 – AGAINST – Source B suggests that Lincoln was not an opponent of slavery. FOR – Sources A and C state that Lincoln believed that slavery ' should be treated as a wrong.'

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

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

For example – Both sets of points (or similar ones) used in L2 responses above could be used so as to put the case for **AND** against the hypothesis. However, the Sources are still used as face value.

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, 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 – Against – in Source B Lincoln was standing for election as a US Senator and was speaking in Charleston, the major city of the most vehement slave state. For – Wendell Phillips was one of the leading abolitionists in the country and completely uncompromising in his hostility to slavery, yet he admits that Lincoln 'represents an anti-slavery idea'.

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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).

For Example – The points made for Level 4 answers, or similar relevant ones. It is essential that both alternative views are put and that these are based on interpreting/evaluating the evidence.

- L6. AS L5, **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. [23–25]

For (A) – there must be a comparative judgement, e.g. Source E is more detached, hence more objective than Sources A and C.

For (B) – include all L5 answers which use the evidence to modify the hypothesis, e.g., Lincoln was an ambitious politician and to secure election had to appeal to as many groups as possible, or that the phrase 'opponent of slavery' is simplistic and that the hypothesis could be better reworded as 'Lincoln was an opponent of slavery extension.'

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## SECTION B

### Essay Questions

#### 2 Assess the consequences of the Mexican War for the United States.

Better candidates will 'assess' or 'evaluate', not simply describe the consequences of the war. The most immediate one was the largest annexation of territory since the Louisiana Purchase, comprising the present states of California, Nevada, New Mexico, Utah, most of Arizona and parts of Colorado and Wyoming. It could be noted that these comprised the majority of the territory held by Mexico before the war. The US became a transcontinental nation for the first time and gained the excellent Pacific harbours of San Diego and San Francisco. Better candidates need to examine the effects of the war on sectional conflict. Vast new territories were now open, in theory, to slavery and this led to a revival in more heated terms of arguments about slavery. These were to lead to the Wilmot Proviso, the 1850 Compromise and the Kansas-Nebraska Act which led to the founding of the Republican Party. While it can be argued that the Mexican War led indirectly to the Civil War, other assessments may be put forward. As always it will be quality of argument that matters. High quality answers (21–25) will be consistently analytical, well argued and with high quality material relevantly deployed. Good answers (18–25) will be mostly analytical/explanatory but with some irrelevance in structure or argument and the quality of supporting material. The overall impression will be of a good solid answer. Bare pass answers (11–15) will be largely descriptive or narrative and relevance and accuracy may vary.

#### 3 Examine the view that Lincoln's contribution to the Union victory in the Civil War has been greatly exaggerated.

This question requires analysis or explanation, not merely a description of what Lincoln did during the war. Victory for the Union was a close run thing; Lincoln had difficulty in securing the Republican nomination for the Presidency in 1864 and a Democrat victory on a peace platform seemed likely until the fall of Atlanta in August 1864. Candidates should discuss some of the standard criticisms of Lincoln, that he was incompetent, a dictator and had prolonged the war by poor leadership in 1861 and 1862. However, Lincoln's political skills were very sophisticated, for example, in 1864 fighting the election under the name of the National Union Party with Senator Andrew Johnson of Tennessee (the only pro war Southern Unionist) as his Vice Presidential candidate. He did not interfere with his generals but discarded them when they did not deliver. His choice of Grant as commander of all the Union armies was inspired. He was able to control his Cabinet which was full of men who thought they had better claims to the Presidency than he did. Above all, he displayed cast iron determination to avoid compromise or concessions to the Confederacy even when under great pressure to do so. In particular, the Emancipation Proclamation was a master touch, full of symbolism, while in practice releasing no slaves from existing servitude. It made recognition of the Confederacy by Britain and France politically impractical. His assassination at the moment of his greatest victory (rather like Martin Luther King) served to banish all previous criticisms in favour of uncritical adulation. High quality answers (21–25) will be consistently analytical, well argued and with high quality material relevantly deployed. Good answers (18–25) will be mostly analytical/explanatory but with some irrelevance in structure or argument and the quality of supporting material. The overall impression will be of a good solid answer. Bare pass answers (11–15) will be largely descriptive or narrative and relevance and accuracy may vary.

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**4 Account for the rise and fall of People's Party (Populists).**

In dealing with the rise of the Populists responses need to sketch out its forerunner, the Granger movement. This involves dealing with the long, slow agony of small farmers the Civil War, faced with falling prices for their crops, competition from overseas markets and not least, harshly discriminatory practices of the railroads on whom they relied to transport their crops. Their concerns were largely ignored by the two major parties, both dominated by business interests, committed to laissez-faire capitalism. Hence the formation of the Peoples Party occurred in 1892 with a radical programme of tariff reductions, graduated income tax, public ownership of the railroads and a ban on the foreign ownership of land, combined with free coinage of silver. This programmed polled 8.5% of the votes with many Congressmen and Senators and State Governors, but carried only Kansas in the Presidential election. As regards its decline the entrenched two party system and first past the post voting made it very difficult (though not impossible) for third parties to maintain a permanent, as opposed to temporary, presence. One or both of the major parties would modify their policies to accommodate the concerns of the new arrivals. Bryan won the 1896 Democrat nomination for President on a programme of free silver leading to the Populists deciding to adopt him as their Presidential candidate. In the early 20<sup>th</sup> century Socialism adopted large parts of the Populist programme and was also much more geared to the concerns of industrial workers and city dwellers. High quality answers (21–25) will be consistently analytical, well argued and with high quality material relevantly deployed. Good answers (18–25) will be mostly analytical/explanatory but with some irrelevance in structure or argument and the quality of supporting material. The overall impression will be of a good solid answer. Bare pass answers (11–15) will be largely descriptive or narrative and relevance and accuracy may vary.

**5 'Although highly skilled in self-promotion and networking with politicians and the media, Martin Luther King's role in obtaining civil rights for African-Americans has been overstated.' Discuss this view.**

Dr. King is the only non President to have a national holiday named after him and his assassination, rather like that of JFK, has transformed him from being a controversial, divisive figure, into an iconic one beyond all criticism. The answers will probably show a tendency to exaggerate King's role at the expense of President Johnson. Better answers will stress LBJ's crucial contribution to Civil Rights. Nevertheless it was King who was able to deliver the African American vote to the Democrats in 1960 and 1964, to unite the warring black factions into accepting him as their spokesman, and not least, to be the first African American to become a national, substantial political figure. His brilliance as an orator masked a vagueness in content in the field of socio economic rights. His political base was in the South, though backed by white liberals all over the country and key elements of the Democrat political establishment. His attempts to reach out to urban blacks in the North and Mid West were not successful, e.g. in Chicago. Civil Rights, however, was a necessary pre requisite for the attainment of African American advancement and led to the creation of large numbers of African American professionals and political figures, though the actual lives of most black Americans remained still at the lower end of the socio economic spectrum. Some attention needs to be paid to the role played by other African American spokesmen, in particular, Malcolm X. High quality answers (21–25) will be consistently analytical, well argued and with high quality material relevantly deployed. Good answers (18–25) will be mostly analytical/explanatory but with some irrelevance in structure or argument and the quality of supporting material. The overall impression will be of a good solid answer. Bare pass answers (11–15) will be largely descriptive or narrative and relevance and accuracy may vary.

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**6 'Flexibility was both his strength and his weakness.' How valid is this assertion of F.D. Roosevelt as President?**

The best summary of FDR's confusing and often contradictory policies and statements would be to state that he had no detailed agenda; the New Deal was an attitude of mind not a coherent programme. FDR encouraged competing proposals and often avoided committing himself; he would compromise or paper over differences and then back the measures he sensed could be sold to Congress and the public. His approach was essentially pragmatic; to try out new policies and if they did not work to move on to something else. What was consistent was his basic goal to revive the economy by Federal Government action while preserving capitalism and democracy. This was to be done by business/government cooperation and deficit spending to stimulate industrial recovery. This was combined with short term emergency relief, done through the Federal government, if local and state administrations were not able to do this. What one looks for here is quality of argument with good examples to illustrate points, not simply an FDR or New Deal narrative account. High quality answers (21–25) will be consistently analytical, well argued and with high quality material relevantly deployed. Good answers (18–25) will be mostly analytical/explanatory but with some irrelevance in structure or argument and the quality of supporting material. The overall impression will be of a good solid answer. Bare pass answers (11–15) will be largely descriptive or narrative and relevance and accuracy may vary.

**7 Why was it that both Congress and the American people rejected the Versailles peace settlement negotiated by President Wilson?**

It should be noted that unlike the declaration of war on Japan following Pearl Harbour America was not united in the declaration of war on Germany in April 1917. Six Senators and fifty Congressmen voted against the declaration and there were many abstentions. Better responses will note that Wilson had only been re-elected in November 1916 by the narrowest of margins as the man who had kept America out of the war, and that the Democrats had lost control of both House and Senate in the mid term 1918 election in November. Against this background Wilson made a number of serious errors. He took personal control of the US peace delegation and did not include any Congressional Republican. He made no attempt during negotiations to inform or win over public opinion in America. The resulting Treaty of Versailles was a series of compromises and fudges, some of which antagonised informed American opinion, such as the Japanese de facto control of Shantung. No attempt was made to keep Congress informed until it was too late. He refused to allow any compromises with the Reservationist Republicans who would have supported the League of Nations with amendment to Article 10. Hence two separate Senate votes rejected the Treaty and the League. Also, disillusion with the US allies and their alleged lack of gratitude became widespread very quickly, leading to a massive Republican victory in the 1920 Presidential and Congressional elections, on a platform of rejection of Wilson's internationalism. High quality answers (21–25) will be consistently analytical, well argued and with high quality material relevantly deployed. Good answers (18–25) will be mostly analytical/explanatory but with some irrelevance in structure or argument and the quality of supporting material. The overall impression will be of a good solid answer. Bare pass answers (11–15) will be largely descriptive or narrative and relevance and accuracy may vary.

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**8 How true was it that the quality of life for American improved dramatically from 1945 to 1968?**

This section of the syllabus usually produces generalized responses-which lack content. Candidates have to give some clear cut definition of what they consider to be the key elements in the 'quality of life.' Some aspects of this would be;

1. A long period of full employment in contrast to the 1930s.
2. Rising real incomes for the majority of the American population, estimated to be 35% higher in 1968 than 1945.
3. Rising life expectancy.
4. Improving health standards with TB and polio being conquered.
5. A wider range of goods and services available e.g. television, unknown in 1945, being universal by 1968.
6. The quality of housing increased for most American, with home ownership becoming the norm.
7. Higher education expanded dramatically with the GI Bill and reached wider sections of the population.

Better answers will point to more negative factors

1. Great inequalities persisted with an estimate of 20% of the population living in poverty.
2. Continued decline in farmers' incomes.
3. The onset of drug addiction as a mass problem.
4. Mass pollution of the environment as portrayed in Rachel Carson's, 'The Silent Spring.'
5. An urban crisis with middle class drift to the suburbs, leaving inner cities impoverished.
6. The Korean and Vietnam wars with the latter involving mass conscription from 1963 onwards, particularly affecting the poor and African Americans.
7. Persistence of racism with a backlash against civil rights, particularly in the South leading to rioting and violence in African American communities in Northern cities.

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