

CAMBRIDGE INTERNATIONAL EXAMINATIONS
GCE Advanced Subsidiary Level and GCE Advanced Level

MARK SCHEME for the May/June 2013 series

9697 HISTORY

9697/52

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.

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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.

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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.

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Section A

- 1 'The passage of the Kansas–Nebraska Act in 1854 did more harm than good to the Democratic party.' How far do Sources A–E, support this assertion?

	SOURCE & CONTENT	ANALYSIS: [L2–3]	CROSS-REFERENCE	CONTEXT AND/OR PROVENANCE	EVALUATION: [L4–5]
A	A cartoon of 1856, election year, showing leading Democrats, threatening liberty who is identified with Kansas.	The cartoon links the Democrat party leaders with violence and destruction in Kansas. Thus Yes .	Source B clearly supports A whereas C, D and E do not.	The Border Ruffians in Kansas did use violence though their leaders did not explicitly condone such methods.	Cartoon probably intended to express anti-Democrat views in election year. Thus unreliable. Thus No .
B	An attack on the current Democratic administration from the first Republican convention in 1856.	The new party uses Kansas as a means of attacking the Democrats in strong terms. Thus Yes .	The Democrats' election victory in 1856, as explained by E, shows that Kansas has not harmed them. Only A supports B.	This is a document written to appeal to both party supporters and undecided voters in the forthcoming election.	Need to discount this very partisan view of events in Kansas and their impact. Thus unreliable. Thus No .
C	A defence by the Democrats of their policy towards Kansas based on popular sovereignty.	The Democrats defend their stance over Kansas and attack their opponents. Thus No .	Sources A and B challenge C whereas D and E do not.	This is an election document written four months after the Republican's.	Need to discount this very partisan view of events in Kansas and their impact. Thus unreliable. Thus No .
D	Extract from a Democratic magazine written soon after the 1856 election.	Source focuses on election to be very critical of the Republican party and full of praise for Buchanan's. Thus No .	Source challenged by A and B. E shows that the Democrats did not win the North, as D implies.	As the Republican party included Lincoln, it couldn't be composed of fifth-rate men. If anything, Buchanan was more of a fifth rater.	Written in the heat of victory, this one-sided account receives little support from sources and context. Thus Yes .

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E	Summary of (a) the origins of the Republican party and (b) the 1856 result as written by a Republican sympathiser.	Both (a) and (b) are factual and reasonably accurate – but NB October. Shows Democrats winning presidency but GOP doing well in North. Thus Yes/No.	Source B supports (a) while D, the only reference to 1856, does not support E.	The 1856 statistics do not bring out the rapid rise of the GOP, which harmed the Democrats, if in 1860 rather than 1856.	Though written by a leading Republican, this source is less partisan than others and supported by context. Thus Yes/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 hypothesis that the Kansas–Nebraska Act did more harm than good to the Democratic party, the evidence for the assertion is stronger. The sources which initially challenge the argument, Sources C and D, are shown on evaluation to be unreliable, if only because they were written by leading Democrats at the time, who were bound to defend the Act and its impact. The sources supporting the assertion, though sometimes equally partisan, are supported by contextual knowledge. They are more convincing.

Or (b): The evaluated evidence shows the strength of feeling of both sides following the passage of the Kansas–Nebraska Act in 1854. They also show that the Democratic party did not suffer great political damage in 1856, when it won the presidency. A brand-new party, the Republican party, however, ran it close. That party was formed in part in response to events in Kansas. Four years later, the new party beat the old party to win the presidency. The continuing problem of Kansas throughout the mid and late 1850s helps explain the Republican’s rapid rise to power. Thus a more valid assertion might be ‘the passage of the Kansas–Nebraska Act did great harm to the Democratic party, even if that damage was not fully apparent until 1860’.

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.

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2 Which was the more important factor in ensuring westward expansion: federal government support or technological innovation?

Westward expansion is the movement to the lands west of the Mississippi into the Great Plains, the Rockies and on to the Pacific coast which occurred in the half century from 1840. The lands being occupied were initially US territories under the control of the federal government. Key points include:

- **Federal government support**

This support could take several forms:

- **Land Grants:** In order to attract people to frontier territories, the US government granted land to new settlers, most famously via the 1862 Homestead Act.
- **Subsidies to railroad companies:** In order to ensure speedier communications between the west coast and the Mississippi region, federal government provided both financial subsidies for building the telegraph and railroad lines and generous grants of federal lands.
- **Military Protection:** US troops were vital in protecting settlements, telegraph lines and railroads against attacks by Native Americans who opposed the total disruption of their lifestyles.

- **Technological Innovations**

These include:

- **The Telegraph:** This innovation replaced the Pony Express in 1861 and was the main communications link until the transcontinental railroad was completed in 1869.
- **The Railroads:** From 1869 the railroads expanded to provide closer links between west and east, encouraging economic development and westward migration.
- **Agricultural Machinery:** The McCormick Reaping Machine was probably the most significant, allowing large areas to be farmed more efficiently, thus encouraging economic expansion.

3 Why did it take the North so long to defeat the South in the Civil War?

The focus should be on why it took the North so long to win the war, rather than why it won. The following would be relevant.

- **The difficulty of defeating an enemy who controlled such a large and cohesive area**

The eleven states of the Confederacy covered some 750,000 square miles, most of which had to be controlled before the South would admit defeat.

- **The lack of military experience of the two sides at the start of the war**

The US army in 1860 consisted of just 16,000 men. Many officers joined the Confederacy. Though the North quickly recruited a volunteer army, it lacked the training and discipline needed to ensure clear military victories. If anything, the South showed itself to be the more effective fighting force in 1861–62.

- **The ineffective military leadership of Northern armies**

While Lincoln was the commander-in-chief of the US army, his leading generals proved unable to bring the North quick victories. In the first 15 months of the war, Northern armies had three generals-in-chief:

- Winfield Scott [to November 1861] : too old
- George McClellan [to March 1862] : too cautious
- Lincoln himself [to July 1862]
- Then Henry Halleck took over until March 1864, when Ulysses Grant replaced him. Grant was a commander to match Robert E Lee.

- **The effective military leadership of Southern armies**

Though Jefferson Davis was a political leader with military experience – unlike Lincoln – he gave the organisational leadership of the army to Robert E Lee. Lee quickly proved to be a battlefield commander of rare talent, winning many battles against larger Northern forces. Lee was greatly helped by Stonewall Jackson and his tactical battlefield skills. Jackson's

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death after the battle of Chancellorsville in May 1863 was a great blow to the South's campaign.

- **The length of time needed to mobilise the North's industrial and logistical advantage**
Most of the industry and most railways were in the North, which gave it an underlying strength. Developing the necessary organisational structure to mobilise these resources took time, e.g. keeping the railways running. The key figure here was Herman Haupt.

4 How successful were the reforms of the Progressive era?

There is a long list of reforms which candidates can choose from. Success needs to be measured against aims. Thus for each heading a broad aim has been identified.

- **Economic Aim: to limit the power of big business corporations and trusts**
 - Herman Anti-Trust Act 1890 & Clayton Anti-Trust Act 1914
 - laws to limit child labour
 - various state laws to provide a minimum wage for women
 - consumer protection laws
- **Social Aim: to address various issues affecting US society and/or ensure a better society**
 - moves to limit the sale and consumption of alcohol
 - expansion of state-provided education
 - expansion of national parks, especially in the Roosevelt presidency
- **Political Aim: to strengthen US democracy and improve US government**
 - direct elections of US Senators
 - Initiatives, Referendums and Recall elections in many states
 - Party primaries in some states
 - more efficient local and state government, e.g. city managers, anti-corruption laws

Success also depends on how vigorously reforms and laws were enforced. Here the record was very patchy.

5 Why did the campaign for the civil rights of African Americans make so little progress before the 1950s?

In a political struggle such as this, the outcome is a result of the relative strength of the two sides. Thus the campaign to improve the civil rights of African Americans made so little progress before the 1950s because:

- **The weakness of the movement for reform**
 - **Disunity;** There was some division over strategy, e.g. NAACP concentrating on legal action, the Brotherhood of Sleeping Car Attendants on industrial action, the National Urban League on improving job opportunities. However there were attempts to unite, e.g. The March on Washington Movement 1940. The Sleeping Car Porters, NAACP and the National Urban League came together to pressure politicians to integrate the armed forces.
 - **Lack of finance;** It's hard to find much evidence either way.
- **Inadequate leadership**
People such as A Philip Randolph and James Weldon Johnson, the first black leader of the NAACP in the 1920s, did much to expand their organisations and their influence.
- **Lack of support**
The various organisations tended to lack broad support from African Americans and little support from whites.
- **The strength of the movement against reform**
Here the focus is more on the obstacles to reform:

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- **Lack of representation in US Congress**
The first black Senator since Reconstruction was elected in 1967. There was just a handful of Representatives who were black until recently. In the mid-twentieth century the Democrats, identified with the white South, held sway in Congress.
- **Lack of sympathetic coverage in the mass media**
Before the television age, the efforts of blacks to gain political rights received little coverage.
- **The entrenched political power of the white majority**
Though concessions were gradually made, e.g. President Truman integrating the armed forces, they were few. Both political parties still saw African Americans as second class citizens.

6 How effective was opposition to the New Deal?

As a radical initiative, the New Deal was bound to provoke much opposition both from political groups and within the system of government. The key issue is not the opposition in itself but whether it affected the New Deal and/or the Roosevelt administration.

Political Opposition came from both left and right – which should not be equated with Democratic and Republican parties:

- **The Left**
The main argument of the left was that the New Deal was not radical enough in redistributing income and wealth to help the poor, to achieve a more equal society.
Key figures and/or groups included:
 - Huey Long, populist politician from Louisiana
 - Francis Townsend, a retired Californian doctor
 - various Socialist and Communist parties.
- **The Right**
The main arguments of the right were that the state and especially federal government was interfering too much in peoples' lives and threatening the American way of life. Key figures and/or groups included:
 - Father Coughlin, a Catholic priest with a huge following on the radio
 - William Randolph Hearst, newspaper magnate
 - American Liberty League 1934–36, including former Democrat Al Smith.

Governmental Opposition came from one main source:

- **The Supreme Court**
The majority of Supreme Court justices opposed many New Deal reforms, e.g. the Agricultural Adjustment Act, the National Industrial Recovery Act. The arguments against the New Deal varied but the main one was that the federal government was taking too much power. FDR became so provoked by the Court's decisions that he attempted to change the constitution to allow the President to nominate up to six additional justices.

7 Compare and contrast the attitude of the USA towards the establishment of the League of Nations after the First World War and the establishment of the United Nations Organisation towards the end of the Second World War.

The broad contrast is marked. The USA opposed the formation of the League of Nations and yet supported the formation of the United Nations. Isolationism in 1920 gave way to internationalism in 1945. Points of comparison include:

- **Preparatory work**
Collective work on forming the League began in earnest only in 1919. Detailed work on the UN began in 1944 at the Dumbarton Oaks Conference. In addition, the US government took a lot of trouble to inform the US people of the new organisation, via leaflets, radio and cinema.

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- **The involvement of the USA in the two wars**
The USA joined WW1 after almost three years of warfare and just eighteen months before it ended. It joined WW2 just over two years after it started and three and a half years before it ended. The commitment of men and resources was much greater in WW2, when the war was truly global.
- **The experience of international relations between the wars**
US politicians were involved in international affairs and came to realise some kind of international organisation was needed to ensure a collective response to common problems. The USA had much greater understanding of international issues in 1945 than in 1920.
- **The composition of the US Senate**
In 1918, the Republican party was the majority party and Henry Cabot Lodge, the Republican leader, did not have a good relationship with President Wilson. After 55 days of debate, the Senate rejected the bill to join the League by 52 to 38. In 1945 the Democratic party was the majority party. In December 1945 it voted to join the UN by 65 to 7.
- **The role of the President**
Both were committed to the new bodies. Both were in poor health. Wilson was also inflexible in his plans for the League, which helped bring about its rejection. Roosevelt had other aspects of the war to focus on. However, he had greater commitment to the UN from many in government.

8 'In the period 1950 to 1968, the USA underwent profound social change.' How far do you agree?

The key word is 'profound'. The USA obviously underwent social change in these 18 years. In many respects, 18 years is a short period for profound social change to occur. Candidates should consider:

- **Geography:** Both 'macro', in terms of movement from what came to be called the rust belt to the sun belt, and 'micro' in terms of movement from city centres to the suburbs – or new towns. The first was helped by the development of air conditioning, the second by the expansion of car ownership. The interstate highway system grew rapidly in the 1950s.
- **Culture:** The early 1950s was quite a conformist time as the WW2 gave way to the Cold War, McCarthyism being the most extreme example. By 1968 the USA had become a series of separate conformities, the most obvious divide being generational. Also assimilation took something of a back seat as ethnic groups expressed their differences more; some talked of the USA being a salad bowl rather than a melting pot.
- **Gender:** Though women had gained greater equality during WW2, by 1950 they were expected to return to their traditional roles as wives and mothers. An economy with full employment needed women workers, however. By the 1960s women started to challenge their traditional position, leading to greater social change from the 1970s onwards.
- **Context:** In 1950 the USA was united by the collective experience of the WW2, the 'Good War' fought by 'the greatest generation'. In 1968 the US people were divided by the domestic unrest and by the Vietnam War, which many saw as a bad war fought by war criminals.