

MARK SCHEME for the October/November 2013 series

9279 HISTORY

9279/53

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.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

GENERIC MARK BANDS FOR ESSAY QUESTIONS

Examiners will assess which Level of Response best reflects most of the answer. An answer will 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 | <i>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.</i> |
| 2 | 18–20 | <i>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.</i> |
| 3 | 16–17 | <i>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.</i> |
| 4 | 14–15 | <i>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.</i> |
| 5 | 11–13 | <i>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.</i> |
| 6 | 8–10 | <i>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.</i> |
| 7 | 0–7 | <i>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.</i> |

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Section A

L1 WRITES ABOUT THE HYPOTHESIS, NO VALID USE OF SOURCES

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.

1 Using Sources A–E, discuss the view that in 1860 the Republican party was full of divisions. Use Lincoln’s candidacy for the presidency.

| | SOURCE & CONTENT | ANALYSIS: LEVEL 2/3 | CROSS-REFERENCE | CONTEXT AND/OR PROVENANCE | EVALUATION: LEVEL 4/5 |
|---|---|--|---|---|---|
| A | This cartoon shows the Republican party in considerable disarray in presidential election year. | The ‘irrepressible conflict’, a phrase used by Seward of North vs. South is here applied to the badly-divided Republican party. Thus No . | Not supported by B, C and D , only partly supported by E . | Published in election year, highlighting the divisions within the Republican party, presumably to influence readers/voters. | Though other sources are not wholly reliable, this cartoon exaggerates the Republican divisions. Thus unreliable. Thus Yes . |
| B | A speech in 1860 by a leading Republican which shows the Wisconsin delegation supporting Lincoln even though it did not vote for him. | This clearly shows support for Lincoln, even though he was the state’s second choice. Thus Yes . | Not supported by A . Supported by C, D and partly by E . | A public speech as part of the presidential nomination process in election year. | As this is an election speech it cannot be thought reliable. Thus No . |
| C | A song from New York, aggressive in wording, composed in 1860 to show Republican support for Lincoln. | This seems to show full support for Lincoln. However it might have been written to rally the doubtful. Thus Yes [maybe] . | Not supported by A . Supported by B, D and E [mainly] . | Author unknown: was he a party hack or a party supporter? Was the song enthusiastically sung? Was Lincoln at the rally? | As this is an election song at the start of the campaign it is unreliable. Thus No . |
| D | A speech by Seward, the leading abolitionist, during the election campaign of 1860. | This shows full support for Lincoln. Thus Yes . | Unsupported by A . Supported by B, C and especially by E . | The speech comes from the man who lost out to Lincoln. How far did Seward believe what he was saying? | As this comes from the defeated candidate, it is unreliable, though this is qualified by E . Thus No [mainly] . |

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| E | An article from a contemporary magazine which admits it would have preferred Seward but has come to accept Lincoln. | Thus qualified support for Lincoln, more of a reluctant Yes . | Unsupported by A . Clearly supported by B . Partly supported by C and D . | The political stance of <i>The Atlantic</i> is abolitionist. It has no obvious party political or personal points to make, however. | This is the least partisan of the five sources and is partly supported by some of the others. Thus quite reliable. Thus still Yes . |
|---|---|--|---|---|--|

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 in 1860 the Republican party was fully behind Lincoln’s candidacy, evidence for the assertion is stronger. The main source against the hypothesis is Source A, the details of which can be shown to be exaggerated by reference to other sources and contextual knowledge. While the other sources support the hypothesis, B, C and D are partisan and thus unreliable and not to be trusted. The fifth source, Source E, is the least partisan of the five and partly supported by Source D. Thus, on balance, the sources supporting the hypothesis are stronger, if only slightly, than those against.

Or (b): The evaluated evidence shows the problems the Republican party faced in choosing their presidential candidate in 1860. The cartoon, Source A, though partisan and unreliable, is still useful in that it provides clear evidence of the tensions within the party. The three party sources, B, C and D, all stress the party’s unity behind Lincoln, but each is too partisan to be relied on. Source E has its strengths but presumably also is too pro-Republican to be wholly reliable. Contextual knowledge tells us that Lincoln was the surprise choice for the Republican party’s candidate. Taken together, the evaluated sources, backed by contextual knowledge, support the hypothesis that in 1860 the Republican party was reluctantly united behind Lincoln’s candidacy.

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

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Section B

2 'More a consequence of westward expansion than a cause.' Discuss this view of development of transcontinental railways in the second half of the nineteenth century.

Between 1862 and 1897, five transcontinental railways – more accurately, from the Missouri river to the Pacific coast – were built:

- **Central Pacific-Union Pacific 1869**
The first and best-known as the two companies raced from separate sides to join up.
- **Atchison, Topeka and Santa Fé 1883**
From Kansas, this headed south west to join the Southern Pacific at Deming, New Mexico.
- **Southern Pacific 1883**
From New Orleans to San Francisco
- **Northern Pacific 1883**
From Lake Superior to Seattle
- **Great Northern 1893**
From St. Paul, Minnesota to Seattle and the only one built without state support.

All railways were built well after the USA had settled the Oregon territory dispute with the UK in 1846 and absorbed lands from Mexico in 1848. In this respect they were a consequence of western expansion rather than a cause. Also, they came after John O'Sullivan had formulated the idea of **manifest destiny**, which many used to justify westward expansion. This concept helped support the development of the railroads.

However, the transcontinental railroads also helped cause westward expansion in that they made possible the settlement of the west. The lines were built across under-populated lands. In order to justify the great investment in building the railroads, the railroad companies had to put a lot of effort into encouraging immigrants to settle in the West. They were greatly helped by the very generous grant of lands given to them by various federal laws from the 1860s. The railroads also provided the means to transport farm products – grain and cattle – from the Great Plains to the industrial cities of the north east, which further assisted westward expansion.

3 Assess the causes and consequences of Lincoln's publication of the Emancipation Proclamation.

Causes: The Narrative

Lincoln published the Proclamation in two stages:

- **22 September 1862: The Preliminary Proclamation**
Slaves in Southern states to be freed on 1st January 1863 if the rebel states remained rebellious as part of a process including voluntary colonisation by ex-slaves 'upon this continent or elsewhere'.
- **1 January 1863: The Proclamation**
This specified the areas to be covered, e.g. Tennessee excluded as a battleground state. This was more radical than the Preliminary Proclamation in that:
 - It made no mention of either voluntary colonisation or financial compensation.
 - It made explicit the ability of ex-slaves to join the US armed forces.In theory, some three million slaves were freed. The actual figure was around 50,000, in parts of the South (a) controlled by the US army and (b) with few white Unionists. The four border states were not mentioned.

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Leading to the Proclamation were a series of moves by the North against slavery in response to the problems of fighting the war, especially once the North conquered parts of the South:

- **[First] Confiscation Act: August 1861**
This defined slaves escaping to the North as **contraband** property which could be confiscated to help the North – or could be returned to their owners. Not ground-breaking.
- **New Article of War: March 1862**
US troops could not use their power to return fugitive slaves to their owners. Agreed by Congress.
- **Abolition of slavery in Washington DC: April 1862**
This introduced immediate abolition with compensation of \$300 per slave.
- **[Second] Confiscation Act: July 1862**
Militia Act: July 1862
These acts, passed by Congress on the same day, together stated that (a) fugitive and captured slaves taking refuge with US army were ‘captives of war’ and thus freed from slavery and (b) the President could employ ex-slaves as he saw fit, e.g. in the armed forces.

As the second Confiscation Act was being passed, Lincoln discussed a **draft Emancipation Proclamation** with his cabinet. He waited until the North had a major military victory – at **Antietam** on 17 September – before issuing the Preliminary Proclamation.

Causes: Analysis

- **Military:** Lincoln hoped the Proclamation would weaken the Southern war effort and strengthen the North’s, especially in terms of manpower. This was by far the main reason for the Proclamation.
- **Political:** The North’s war aims now included the abolition of slavery as well as maintaining the Union. This strengthened the arguments and influence of the abolitionists.
- **Diplomatic:** The Proclamation helped increased support for the North in Britain and France, making intervention much less likely.

Consequences

- **Military:** By 1865, 180,000 blacks had joined the Unionists armed forces, making some 10% of the total. Organised from May 1863 in the US Coloured Troops Section, black soldiers contributed much to eventual victory.
- **Political:** The Proclamation liberated only a minority of slaves. Even by 1865, only some 500,000 – or 14% had been freed. Thus abolitionists argued for the **Thirteenth Constitutional Amendment**, abolishing slavery throughout the USA. This was passed by Congress in January 1865 – the subject of Spielberg’s *Lincoln* – and by sufficient states by December 1865.

4 How great was the conflict between big business and organised labour in the late nineteenth and early twentieth centuries?

Big business consisted of the major railroad companies and trusts such as Standard Oil, American Tobacco and US Steel. Organised labour grew in fits and starts in the late nineteenth century with two main types emerging:

- **Trade (or Craft) Unions**
For skilled workers in an industry, usually more conservative and more focused on work and pay, e.g.
 - **American Federation of Labour (AFL) 1886+**
This was a broad-based grouping of various Unions set up as a breakaway from the Knights of Labour. Leader for many years was Samuel Gompers.

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- **Amalgamated Association of Iron and Steel Workers**
Unusually, this craft union became involved in a major industrial dispute, namely the **Homestead Strike** of 1892. This major confrontation which involved gun battles and involvement of the state militia resulted in a defeat for the Union.
- **Industrial Unions**
Recruiting skilled and unskilled workers within an industry, these were usually more radical in goals and militant in methods, e.g.
 - **Knights of Labour 1869–86**
A broad-based working class movement, this focused on social and political goals rather than economic. Organised some strike actions 1885–86. It never really recovered from **Haymarket strike/riot of 1886** and subsequent association with anarchism.
 - **United Mine Workers 1890+**
In the 1890s the UMW saw some failures – the Bituminous Coal Miners’ Strike of 1894 – and some success – the 1897 strikes in the mid-west. The **1902 miners’ strike** in Pennsylvania led to unprecedented intervention by President Roosevelt and mediation, which helped the miners.
 - **American Railway Union 1893+**
Led by Eugene Debs, the ARU was successful against the Great Northern Railway in 1893 but failed in the better-known **Pullman Car Company Strike** of 1894. The National Guard was used as strike breakers while the courts sentenced Debs to gaol.
 - **Industrial Workers of the World (The ‘Wobblies’) 1905+**
Various left-wing activists opposed to the moderation of the AFL met in Chicago in 1905 to form a radical alternative. Using the language of class conflict, the IWW wanted One Big Union to represent the working class and take on the employers.
The **Pressed Steel Car Strike** of 1909 [aka as **McKees Rocks Strike** after the town in which the company was based] saw the IWW involving itself in the strike to improve low wages and atrocious working conditions. Between 12 and 26 people died in a conflict which saw some improvement in wages and working conditions.

These examples show that the conflict between employers and Unions was often bitter and sometimes violent. Employers were reluctant to recognise Unions, let alone concede to their demands. State troops and the courts often backed employers.

5 How true is to say that, in the first half of the twentieth century, the experience of African Americans living in the South was completely different from that of African Americans living in the North?

There would appear to be a big difference between the experience of blacks, South and North. The former were almost entirely agricultural labourers living separate and unequal lives under harsh Jim Crow laws. The latter were mainly working class but with some middle class for whom the Jim Crow laws were not so harshly enforced. Northern blacks had higher living standards than did their fellow Southerners. The Harlem Renaissance of the 1920s occurred in Harlem, New York. Black artists such as Duke Ellington were becoming popular with white audiences.

Lynching would be a clear indicator of the contrast. According to figures from the Tuskegee Institute, over the period 1882–1968 Black lynchings totalled 3,446. Of these, 3029 or 88% occurred in the 11 Southern states. And these 3029 totalled 64% of all lynchings at the time. [It is worth pointing out that the number of lynchings, black and white, declined dramatically between 1900 and 1950 from 1,540 in the 1900s to 38 in the 1940s.]

Generally however, the contrast was much less stark. In the 90 years from the 1870s, thirty four US states passed Jim Crow laws of some kind. Laws against mixed marriage existed in 26 states in 1900 and 29 in 1950. Even if less harshly enforced – and that is hard to prove – these segregationist laws helped sustain a racist culture. Northern blacks were discriminated against

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when it came to jobs, housing and banking. Black workers gained little or no support from the white dominated trade unions. In both South and North, blacks were still regarded as inferior to the white majority.

6 Why did the Great Crash of 1929 lead to the Great Depression of the 1930s?

Factors which candidates might mention to explain the rapid decline in the US economy include:

- **The policies of the Hoover administration**
Whether seen as laissez faire or as ineffectually interventionist – as with Hoover's plea in December 1929 to businessmen to keep employees in work – the Hoover administration is seen as failing to prevent the slide into depression. Tax increases in 1932 did not help.
- **The Smoot Hawley Tariff**
Though more a Congressional initiative, the Act which raised the tariff was not vetoed by Hoover. The tariff has been seen as reducing demand for US goods and thus worsening the depression. Most modern economists, however, argue that the tariff was less significant, international trade forming a small proportion of US GDP.
- **The policies of the Federal Reserve [aka the Fed]**
The Fed lowered interest rates in 1927–8 and then raised them in 1929–30, thus exaggerating both boom and slump.
- **A dysfunctional banking system**
By 1929, the USA had 25,000 banks only 3% of which had branches. By 1933 40% had failed, mainly in late 1930 and 1931. Credit dried up.

7 Compare and contrast how and why the USA entered the First World War with how and why it entered the Second World War

The best answers will be those which are analytical and genuinely comparative.

- **How**
 - **First World War**
By Congress declaring war on Germany in April 1917 though no preparation by President Wilson beforehand. Conscription was introduced in May 1917.
 - **Second World War**
By Congress declaring war on Japan in December 1941, following which Germany and Italy declared war on the USA a few days later. Unlike Wilson, FDR did slowly prepare the USA for intervention, e.g. conscription approved in September 1940.
- **Why**
 - **First World War**
Immediate reasons included unrestricted submarine warfare by Germany from February 1917 and the publication of the Zimmermann Telegram.
More strategic reasons could include concern about the European balance of power tilting towards Germany, especially with the February Revolution in Russia.
 - **Second World War**
The immediate reason was the Japanese attack on US navy in Pearl Harbor, Hawaii.
More strategic reasons could include concerns about the European balance of power tilting towards Germany, especially following the German invasion of the USSR in June 1941. The USA was perhaps more concerned about the balance of power in the Western Pacific moving towards Japan at the expense of China.

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8 Assess the consequences of two decades of economic growth from 1948 to 1968 on US society at that time.

The economic growth was based on new manufacturing technologies, public sector investment, e.g. interstate highways and expansion of the service sector.

Effects on US society included:

- **Expansion of the middle class**
This occurred in private sector and public sectors, e.g. managers and teachers.
- **Growth of suburbs**
As many moved out of inner cities and began commuting to work.
- **Expansion of the sunbelt**
Affordable air conditioning and interstate highways made living in the South and West manageable and desirable.
- **Growth of materialist culture**
Advertising [e.g. *Mad Men*] created a demand for consumer goods while credit cards allowed those demands to be more easily met.
- **A less stable society?**
Greater mobility, geographical and social, and greater materialism led to many people 'wanting more' and 'wanting it now'. The greater consumption of drugs was one aspect of this.