

MARK SCHEME for the November 2005 question paper

9697 HISTORY

9697/05

Paper 5

maximum raw mark 100

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the *Report on the Examination* for this session.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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SECTION A

1 SOURCE BASED QUESTION

The Lincoln-Douglas debates on slavery October 1858

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

These answers will be about slavery extension but will ignore the question; i.e. they will not use the Sources as information/evidence to test the given hypothesis. Included at this Level are answers which use information taken from the Sources but only to provide an account of slavery extension rather than testing the hypothesis.

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

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

For the hypothesis: in Source A Douglas sees no moral difference between the states of slavery and freedom while in Source D Lincoln says slavery is morally wrong **OR** against the hypothesis. In Source C Douglas has a governing principle, that of State sovereignty as laid down by the constitution and affirmed by the Supreme Court in the Dred Scott case.

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

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

For example, there is evidence both for and against the view that Douglas was practical and realistic, while Lincoln was idealistic. One can see this in Sources A and C where Douglas is concerned with finding a compromise which took into account local conditions and the local population's views. Also in Sources B and D Lincoln makes it clear he was implacably opposed to slavery extension on moral grounds. However, on the other hand, while Lincoln thought slavery was wrong he was not prepared to take any steps to abolish it for the foreseeable future on practical grounds (Source D). There is also the distinction drawn by Douglas between slavery in territories being always lawful but subject to local police regulations necessary to make it effective. To attain this Level both sides must be presented even though only at face value

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

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.

For example, Sources A to D are all speeches from a bitter election campaign where both candidates are having to temper their beliefs to be elected; Lincoln is trying to trap Douglas into saying that slavery is lawful in all Territories whatever the US Congress wishes.

However, Lincoln is anxious not to appear as an abolitionist, hence he says in Source D that it is necessary to tolerate slavery in the states where it already exists. Douglas on his part is trying to show that slavery can only exist where it is actively supported by the voters, irrespective of its theoretical legal status. Responses at this Level should show awareness of some of these points

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

These answers know that testing the hypothesis involves both 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, as Level 4 except that the different views based on interpreting/evaluating evidence are done in parallel, not as alternatives.

- L6 AS LEVEL 5, PLUS EITHER (A) EXPLAIN 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 challenging or supporting the claim is more justified. This must involve a comparative judgment i.e. not just why some evidence is better, but also why some evidence is worse.

For (B) include all Level 5 answers which use the evidence to modify the hypothesis (rather than simply seeking to contradict/support it) in order to improve it. For example, responses at this Level may well argue whether the terms 'realistic and practical' are adequate to explain and understand the contrasting stand of these political leaders.

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SECTION B

ESSAY QUESTIONS

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

Answers will probably concentrate on Federal government policy but the question embraces State and Territorial governments, the latter being more knowledgeable of local conditions but much less sympathetic to Native American traditions, grievances and way of life. Better candidates may well query whether there was a consistent policy over the 56 years, also that settlers and soldiers may often have acted independently of officially stated government policy.

Only after the Civil War did the Federal government develop a policy towards the Native Americans but this always tended to be overtaken by events such as the discovery of gold in the Black Hills of Dakota which was one of the two preserved Native Americans reservation areas, and inevitably conflict ensued. Better candidates may argue that the unrestrained mass slaughter of the buffalo herds on which the whole life of the Native Americans depended was a bigger factor than government policy. An estimated 13 million buffaloes were reduced to 200 in 18 years (1865-1883) by indiscriminate slaughter. It can easily be demonstrated that even when government policy was well intentioned its effects proved disastrous for the Native Americans in weakening the tribal structure, aiding land grabbing by settlers and deliberately destroying the traditional way of life. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical/explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

- 3 How true is the claim that Gettysburg was the turning point in the Civil War?**

For the first two years the Confederates had the better of the military encounters and had Lee's invasion of Pennsylvania proved successful there may well have followed diplomatic recognition by England and/or France of the CSA and the pressure on Lincoln to negotiate might have been overwhelming. The defeat at Gettysburg meant that Lee could never again take the offensive against the Union because of the huge manpower losses sustained in the battle. Following the capture of Vicksburg by Grant shortly after Gettysburg the strategic balance altered in favour of the Union. The longer war went on the greater the material superiority of the Union became. However, an alternative view is that Lee's successful defensive tactics for the year following Gettysburg fostered war weariness and defeatism in the North and pressure to negotiate a settlement. Lincoln himself believed he would be defeated in the November Presidential elections. It was Sherman's capture of Atlanta in September 1864 which transformed the situation decisively. What matters is the quality of discussion rather than the weight of narrative. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical/explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

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4 Assess the impact of organised labour on American politics and society from 1865 to 1914.

'Very little' has to be the conclusion most likely reached but one would look for an explanation for the weakness of American labour. Vast immigration from 1865 onwards meant that the bargaining power of labour unions was weak; this period was the heyday of unrestricted business expansion and individualistic capitalism with unions being regarded as at variance with the American way of life. Government authorities, particularly at State and local level sided openly and aggressively with employers during strikes. The legal system up to the Supreme Court was invariably unsympathetic to organised labour. Also, opportunities for economic and social advancement were much greater in the United States than in Europe, hence in spite of the moderation of Gompers' American Federation of Labor, relatively little progress was made. The only President to show any sympathy with labour unions was Theodore Roosevelt at the end of the period. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical/explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

5 Assess the effectiveness of the different tactics used by the various wings of the Civil Rights movement in the 1950s and 1960s

Good organisation and analysis are to be preferred to descriptive answers. The emphasis of responses will be on Martin Luther King's leadership of a non violent movement adopting a twin policy of marches, demonstrations, sit-ins etc. combined with skilful media presentation and lobbying of the opinion forming classes and political leaders in the Federal government. From the Brown judgment of the Supreme Court in 1954, all Federal courts could be guaranteed to be sympathetic to Civil Rights for African-Americans. The Johnson Presidency resulted in the Civil Rights Act 1964 and the Voting Rights Act 1965. These created for the first time access to the ballot box and all elected offices for Southern Blacks. However, by the 1960s more aggressive elements appeared, symbolised by figures such as Malcolm X and others advocating separatism, sanctioning violence and showing contempt for white liberals. Certainly Black aspirations and hopes were rising far faster than actual improvements in living conditions. It was estimated that one third of African-Americans lived below the poverty line and it was noted that Black conscripts were a disproportionately large share of casualties in the long running Vietnam conflict. In 1967 violent riots erupted in a number of American cities resulting in many fatalities with the National Guard and the Army being called in to restore order. However, while these increasingly aggressive tactics resulted in greater attention being paid to employment, education and housing opportunities for Blacks they also resulted in Whites becoming increasingly hostile to Black demands, or indifferent to them and in 1968 Richard Nixon was elected President as a result of a massive shift of white southern voters away from their traditional allegiance to the Democratic Party. Whether the increasing aggressiveness and assertiveness were more effective than Martin Luther King's policies can be argued both ways. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical/explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

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6 'Shapeless and chaotic, with no clear philosophy.' How valid is this critique of the New Deal, 1933-1940?

Narrative answers will score 15 marks at most, unless containing analytical/explanatory material embedded in the response. Though the New Deal appeared inconsistent, almost incoherent, three elements of it were consistent. First the dominant personality of Roosevelt, the classic example of a dominant President, always optimistic, activist, with total belief in himself and the American system and prepared to attempt the seemingly impossible. Secondly, FDR's belief that American capitalism could only be saved by purposeful and determined Federal intervention at all levels, being quite prepared to brush aside, if necessary, the separation of powers or the Federal system. Thirdly, he had a pragmatic approach, prepared to match and mix quite different policies to see if any of them worked. FDR seems to have grasped instinctively that the restoration of business confidence for investment and consumer confidence for consumption were essential in times of depression and that only massive Federal spending (financed by deficits if necessary) and high profile public works could get the stagnant economy moving. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical/explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

7 How successful in foreign affairs was President Wilson?

Few men have reached such heights of acclaim bordering on veneration in Europe (though not in the USA) as Woodrow Wilson. Yet he can easily be counted a failure in foreign affairs; he failed to keep America out of the War, he failed to achieve a negotiated peace, he failed to get the Versailles Treaty ratified, he failed to get American membership of the League of Nations of which he was the founder and aspirer. Candidates must try to explore the reasons for these failures; among them may be counted inflexibility, dogmatism, arrogance, refusal to make even minor concessions, ignoring the warning signals from the 1918 congressional elections, his refusal to make any attempt to win over Republican senators by including them in the Peace negotiations and a total refusal to compromise even though reasonable skill could have ensured that the Treaty could have been saved. Very few will deal with Wilson's pre 1914 policies with Mexico but credit should be given where this is done. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical/explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

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- 8 **Analyse the reasons for the changing roles and status of women in American society from 1945 to 1968.**

The demands made by the Second World War rank high for this. Relatively few women served in the US armed forces, but several millions entered the workforce during the war, most remaining in it afterwards. By 1970, 47% of all women held a job and constituted 43% of the total workforce. The success of Civil Rights agitation had a knock on effect for women. Equality of rights and status had become a national creed and it could easily be shown that women fell below men in all recognisable benchmarks except for life expectancy. Women constituted a clear majority of voters in all states and it was in politicians' interest to favour policies which women wanted. Women's Liberation as a slogan and programme was only starting at the end of the period though Betty Friedan's book 'The Feminine Mystique', published in 1963, was a forerunner of what was to become a vast literature. However, at the end of the period, there were no female US Senators (out of 100) and only a handful of members of the House. High quality answers will be consistently analytical, well argued and with high quality supporting material relevantly deployed and will score 21-25. Good answers (18-20) will be mostly analytical/explanatory but with some unevenness in structure of argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.