

**MARK SCHEME for the May/June 2006 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.

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## SECTION A

### 1 Source-Based Question: The Road to Secession and Civil War, 1846-61

#### Leading Republicans' Attitude to Slavery, 1854-1861

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

These answers will talk about attitudes to slavery but will ignore the question; i.e. they will not use the sources as information/evidence to test the hypothesis. Included at this level are answers which use information taken from the sources, but only to produce an account of slavery attitudes, rather than testing the hypothesis.

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

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

For example: YES in Source B Lincoln says the US must become all slave or all free while in Source C he implies that the status quo of slave and free states will continue. **OR** NO all sources are consistent in being opposed to any extension of slavery.

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

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

For example: as above in Level 2 but **both** examples used, also in D the Republican Party clearly implies leaving slavery alone where it exists, but in Source E, Wade **wants** to provoke war (note: written in **January** 1861, before Fort Sumter in a crusade to destroy slavery in the South).

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

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

For example: Source A had to be read in the context of the fierce controversy over the Kansas-Nebraska Act, which allowed in essence new Territories of the US to decide **themselves** whether to allow or forbid slavery. It also repealed The **Missouri Compromise** of 1820. The signatories felt so strongly that they were prepared to form a new political party. It should be noted that even though they clearly viewed slavery with abhorrence, they were very grudgingly prepared to allow its continuance (though the phrasing is ambiguous in line 6). All were in fact fervent abolitionists.

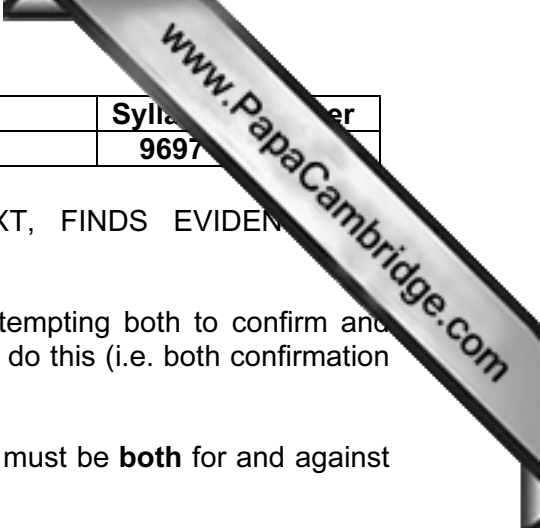
In Source B Lincoln's is starting an election campaign, against a national figure – Senator Douglas, the author of the Kansas-Nebraska Act. Here he says that judging is not possible in the longer term, the nation should be all slave or all free, even hinting at the possibility of slavery being legal in the North. He is ambiguous on the existence of slavery in the South, seeming to say that it will stay for the time being, on the understanding that it will ultimately disappear (by what means is unclear). This was roughly Jefferson's view. A and B possibly support the assertion, as they are slightly ambiguous on slavery's continuance but the general thrust of argument is perfectly clear, particularly in A and this tends to disconfirm it. As evidence they can be read either way, (see line 6 of A) and neither hint of **how** slavery will ultimately become extinct in B.

Source D needs to be put in context. The Republican Party contained a minority of abolitionists (e.g. the signatories in Source A) and these threatened to walk out of The Convention unless the preamble of the Declaration of Independence was included. The result is that paragraph one clashes with paragraph two in both content and tone, and the source is for the contention. Source E being a private letter to a Congressman's wife, is the most clear and unambiguous. Though written **before** the Fort Sumter crisis, and before the secession of four Upper South states, Wade seems to relish the prospect of a war, as a crusade against slavery, rather than to preserve the union. It is unequivocally different in tone from the others and is against the contention.

The charge of ambiguity can be levelled at Sources A to D inclusive to varying degrees. The charge of inconsistency to B, C and D. On the other hand all are consistent and unambiguous, therefore against the hypothesis on the issue of slavery extension. Even here in Source C, Lincoln overlooks the fact that under the Missouri Compromise, **new** slave states were to be allowed south of the line of 36° 30'.

At this level responses will argue the case for **OR** against the contention using some of the above contextual points.

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L5 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS

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

For example, as in L4 except that the evidence in context used must be **both** for and against confirmation of the hypothesis.

L6 AS LEVEL 5 PLUS **EITHER** (a) EXPLAINS WHY EVIDENCE TO CHALLENGE/SUPPORT IS BETTER **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 has to be that the evidence for challenging/supporting is better/preferred. This must involve a comparative judgment (i.e. not just why some evidence is better but also why other evidence is worse).

For (b) include all Level 5 answers which use the evidence to modify the hypothesis (rather than simply seeking to support/contradict it) in order to improve it. For example, for responses at this level the terms “ambiguous” and “inconsistent” are adequate to explain variations **that may exist between and within the sources**.

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## SECTION B

### 2-8 Essay Questions

These will be marked using the criteria outlined in **The Generic Marking Bands for essay questions**.

#### 2 How valid is the assertion that improved transportation was the basic condition for America's dramatic westward expansion during the period 1840-96?

To secure good marks (18+) responses need to be well organised and to confront the question. It can be argued that the basic condition for expansion was America's ruthless war against Mexico resulting in vast new Territories being added to the Union. Prior to that was the annexation of Texas and later the settlement of the Oregon dispute with Britain. None of these was linked directly to transport. However transportation was clearly an important factor in stimulating settlement, development and later the subjugation of Native American nations. This in turn led to the end of the frontier, as pointed out by Turner in his famous thesis following the 1890 census. Answers will of course consider the role of transportation and emphasis will be placed on the vast expansion of railroads from 3328 miles in 1840 to 30626 miles in 1860, the latter being three times more than Britain's. The development of turnpike roads and water ways should also be mentioned. High quality answers (21-25) will be consistently analytical, well argued and with high quality supporting 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 Why were the gains made by the Freedmen during Reconstruction both superficial and short-lived?

Responses should clearly distinguish between Presidential and Congressional Reconstruction plans with the latter carrying the day and Johnson being a "lame duck" President, in office but in no sense in power.

Good responses will take issue with "superficial" as the three post-war constitutional amendments marked a significant and irreversible improvement in African-American rights. However, the gains were largely symbolic such as the election of Freedmen as Governors and US Senators, and no sustained attempt was made to address the key issue of land reform leading to sustained economic improvement for the Freedmen. A key point which candidates should address is that in all but one of the eleven Confederate states (South Carolina), blacks were a minority, hence if Reconstruction was to succeed, the support of "poor whites" who formed the majority of voters was necessary. This was a difficult task, but was never attempted. Instead, apart from "Carpetbaggers" and "Scallywags", the white population never wavered in its hostility to Reconstruction policies. After 1872 Grant and the bulk of the Northern population seemed to lose interest in the plight of the Freedmen, thus paving the way for the 1877 Compromise which followed the disputed 1876 Presidential election. This effectively restored to the eleven former Confederate states the full states' rights and the withdrawal of all Federal troops from the South. It effectively meant the end of Reconstruction and the restoration of white rule and the erosion or disappearance of the freedoms promised to the former slaves. High quality answers (21-25) will be consistently analytical, well argued and with high quality supporting 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 How serious were the problems caused by the vast expansion of US industry and commerce in the period 1865-1901?**

It is crucial that candidates present a reasoned argument which addresses the problems of the period and not merely narrative answers. The political background is important; the Southern states representing agrarian interests were no longer able to block the more dynamic commercial and industrial North. Over the whole period there were only 8 years of Democratic Presidents (and that of the most conservative kind with Grover Cleveland). More than any other country the US was committed to the doctrine of free and unregulated capitalism with the barest minimum of government intervention in business. The Supreme Court in particular was invariably hostile to labour and any form of regulation. The successes of the period are well known and candidates will no doubt dwell on them. By 1900, 30% of the world's industrial goods were manufactured in the US. Some of the benefits of this process should be listed such as technical innovation which extended choice for consumers at lower prices, however major problems were not addressed. The growth of monopolies meant that certain groups were given advantages such as cheap railroad rates while farmers were overcharged. There was a great deal of ruthlessness in the conduct of industry with no provision for sick, injured or unemployed workers; the elderly were left to fend for themselves. This gave rise to great class hostility which often found violent expression. It also became increasingly clear that the vast power possessed by corporate interests were incompatible with American democracy when whole States could in fact be run by corporations who also had large numbers of Senators and Congressmen on their payroll. This made it very difficult to pass statutes restricting the power of business. Farmers, in particular, suffered greatly through world over production of agricultural products which meant that farm prices declined continuously while the cost of transportation, capital goods and consumer goods remained constant or rose. Finally, this pursuit of laissez-faire capitalism created serious problems of public health and housing in the cities. High quality answers (21-25) will be consistently analytical, well argued and with high quality supporting 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 Why were the civil rights of Native Americans largely overlooked for most of the period 1895-1968?**

By the start of this period the tribal structure and leadership of the Native Americans had been completely smashed through brutal and violent wars. For a long time their confidence was low and unlike African-Americans they did not develop any kind of political leadership trying to work within the political system to persuade the Government to give them a better deal. There were also other problems – there were fewer of them than Black Americans, they also lived in remote areas and for the most part in reservations. Also, owing to a legal technicality, the original inhabitants of America were not regarded as citizens of the United States until early in the twentieth century. White liberals who became increasingly involved in the struggle for civil rights for African-Americans showed little interest in the plight of the Native Americans. The Federal Government policy wavered between assimilation and strengthening the traditional tribal structures but little Federal money was forthcoming. Only with the Presidency of FD Roosevelt was there any serious attempt to advance Native American rights. High quality answers (21-25) will be consistently analytical, well argued and with high quality supporting 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 ‘The business of America is business’; ‘The ideal of America is idealism.’ How do these sayings of Calvin Coolidge reflect the policies of his Presidency, 1923-9?**

The first of these quotations is probably the best known saying of Coolidge and was a fair reflection of his policies. What one would look for in responses would be more than just a recitation of Coolidge’s pro-business policies. These include appointing Mellon as Treasury Secretary, keeping public spending so low that a quarter of the National Debt was paid off and big reductions in taxation. There should be critical examination of the business boom of the 1920s, the reasons for it, how widely it reached all sections of American society and how firmly based it was. One could regard Coolidge’s remark on “idealism” as a meaningless play on words as the 1920s was notorious for the revived Klu Klux Klan, lynchings and hostility to African-Americans, immigrants and Jews. On the other hand, Prohibition can be regarded as a form of puritan idealism which did not work in practice. There were elements of idealism in the Kellogg-Briand Pact which solemnly renounced the war as an instrument of policy. It has been described in the following terms “like Prohibition it was a monument to illusion”. High quality answers (21-25) will be consistently analytical, well argued and with high quality supporting 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 ‘To walk softly but carry a big stick’. To what extent is this an accurate portrayal of Theodore Roosevelt’s conduct of foreign affairs, 1901-1909?**

Answers need to put TR in context; he came to office after a period of spectacularly successful assertions of America’s new claim to Great Power status culminating in the “splendid little war” with Spain in 1898. These triumphs encouraged irresponsible jingoism of which TR may be seen to be a good example, having gone to great trouble and expense to raise a cavalry regiment to fight in Cuba with himself taking part in the battle of San Juan Hill. Responses should indicate that TR was more interested in international affairs than any of his predecessors, not merely in America’s traditional sphere of influence in the Monroe Doctrine. His mediation in the Russian-Japanese war led to the Treaty of Portsmouth and the rather unlikely award of the Nobel Peace Prize for TR. However it also led to a crisis in relations with Japan which in typical fashion TR proposed to solve by a round the world cruise of American battleships. Rather surprisingly these were welcomed by Japan and an agreement between the US and Japan ensued. TR also took a hand in the Moroccan crisis of 1906 and the second Hague Conference of 1907. However his main exploits were in the Western Hemisphere where his policies were brutal and devious but effective, leading to the creation of the Panama Canal Zone following the building of the Canal through the territory of the newly created state of Panama. Also TR put forward the corollary to the Monroe Doctrine stating a US right to intervene anywhere in the Western Hemisphere to restore order. The conclusion would almost certainly be that the quotation is an apt description by TR himself of his policies. High quality answers (21-25) will be consistently analytical, well argued and with high quality supporting 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 'The apparent religious revival after 1945 was superficial and served mainly to reinforce the American way of life.' Evaluate this contention.

Following World War II adherence to a religious group became a badge of respectability and a necessity for candidates for public office. The long post-war boom combined with generous tax exemptions for religions and donations to them made the churches very rich, with the creation of denominational schools and universities of a high standard. Traditional hostility to Jews and Roman Catholics declined sharply and attempts in 1960 to raise the Catholic issue against Kennedy never got off the ground in his successful campaign for President. While the US was a predominantly Protestant nation there was a shift from traditional Episcopalians and Methodists to Baptists, "born again Evangelical Christians" and Pentecostal sects which were popular among African-Americans. However, it can be noted that the period also saw a shift away from traditional values to secular humanism in such fields as divorce being widespread and respectable, co-habitation between unmarried couples, a growing tolerance of homosexuality and increasingly legal abortion. The Rowe and Wade case (1973) falls outside the time limit of the question. High quality answers (21-25) will be consistently analytical, well argued and with high quality supporting 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.



### MARKING BANDS FOR ESSAY QUESTIONS

Band	Marks	Quality of the answer
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. The writing will be accurate. At the lower end of the band, there may be some weaker sections to the answer, but the overall quality will show that the candidate is in control of the argument. The best answers must achieve 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. The writing will be mostly accurate.
3	16-17	Essays will reflect a clear understanding of the question, and constitute 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 narrative or descriptive passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. The writing will be generally accurate.
4	14-15	Essays will indicate attempts to argue relevantly, though often only 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. The writing will usually be accurate.
5	11-13	Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands 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. The writing may show some accuracy but there will also be frequent errors.
6	8-10	Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries which 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. The writing will show significant weaknesses.
7	0-7	Essays will be characterised by significant irrelevance or arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. The writing will show very significant weakness. Marks at the bottom of this band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.