

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

GCE Advanced Subsidiary and Advanced Level

MARK SCHEME for the June 2005 question paper

9697 HISTORY

**9697/05 Paper 5 (The History of the USA, c. 1840-1968),
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*.

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

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



Grade thresholds for Syllabus 9697 (History) in the June 2005 examination.

	maximum mark available	minimum mark required for grade:		
		A	B	E
Component 5	100	72	66	43

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.



June 2005

GCE AS/A LEVEL

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 9697/05

HISTORY

Paper 5

The History of the USA, c 1840-1968



Page 1	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – JUNE 2005	9697	5

Note: all questions are to be marked using the generic bands for source based and essay questions

SECTION A

THE WIDENING SECTIONAL DIVIDE IN THE UNITED STATES, 1858-1861

Source-Based Question

- 1 'It was the complete breakdown in trust between North and South that made compromise impossible.' Using Sources A – E to discuss how far the evidence supports this assertion.

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

These answers will write about the sectional divide in the USA but will ignore the question i.e. they will not use the Sources as information/evidence to test the given hypothesis. Include in this level answers which use information taken from the Sources but only in providing a summary of events rather than for 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 as evidence, i.e. Sources are used at face value with no evaluation/interpretation in context.

For example, in Source A, Douglas does not see that there is any problem. All that is needed is for each state to decide for itself whether to be slave or free and to respect each other's rights to do this. Alternatively, Sources D and E both state the North has made too many concessions to the South and there can be no further ones.

- 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** disconfirm it. However, Sources are still used only at face value.

For example there is both evidence for and against the view that trust had broken down so completely that compromise was in practice impossible. Source B from a New Orleans newspaper clearly regards the election of Lincoln as the end of the road as meaning the 'subjugation' of the South and 'complete ruin'. On the other hand, in Source C, a prominent Southern politician says he still has hopes that the South's wrongs can be redressed within the Union.

- 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 face value.

For example, in Source A, Douglas was facing re-election to the US Senate and had to defend the Kansas-Nebraska Bill (of which he was the sponsor) and its doctrine of 'popular sovereignty' even though events in Kansas itself were showing its weaknesses. Also, in

Page 2	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – JUNE 2005	9697	5

Source C, Stephens was a national as well as a local political figure, and had previously in 1850 spoken strongly in favour of the Union. He was clearly still reluctant to go back on his beliefs in the Union. Sources B and E were local newspapers and one does not know how representative they were; they could have been only the opinions of the editorial writers. In Source D, Massachusetts was the state with the strongest abolitionist sentiment and interest and where it had proved almost impossible to return fugitive slaves to their owners. How representative of wider Northern opinion was John B Alley?

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).

Level 4 responses, plus the awareness that all Sources take place in an historical context which should be brought out by the responses to evaluate the extent to which evidence, confirms or disconfirms the hypothesis. For example, responses could take each Source and examine it for evidence of confirmation or the reverse, but taking care to provide evidence for both sides. In that sense Source A is against the hypothesis but it is two years before the crucial events of 1860-1, hence it could be argued that events had overtaken it; Source B points towards confirmation, Source C points towards disconfirmation except that Stephens hinted that the difference might be irreconcilable; Sources D and E are clearly for confirmation.

L6 AS L5, 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 has to be that the evidence for challenging/supporting 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 contradict/support) in order to improve it, for example many factors other than those stated in the hypothesis were present and generalisations as stated in the hypothesis are impossible to prove or refute.

Page 3	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – JUNE 2005	9697	5

SECTION B

Essay questions

2 'Mexico will poison us.' How accurate was this prediction of the effects of the Mexican War on the United States?

It is to be expected that most candidates will interpret the quote as asserting a causal link between the Mexican war and Civil War from 1861-1865. However, other interpretations are possible e.g. to deny the validity of the quote and point to the huge expansion of territory gained as a result of the war with Mexico and its making the US a transcontinental power from Pacific to Atlantic. It could also be argued that the war brought the festering slave issue to a head, in a manner which could not be evaded by Compromise for any but the shortest span, hence led to the making of the modern dynamic American state via the victory of national capitalism over sectional slave based agriculture in the Civil War. Other interpretations are possible. The central problem was what to do in the vast new territories acquired, should they be slave or free. Narrative approaches should be 15 marks at best. The question to be addressed requires an analytical or explanatory approach showing why events happened e.g. the passing of the 1850 Compromise and why it failed within a mere six years, or factors leading to the formation of the Republican Party, not anti-slavery, but totally opposed to any extension of it. The policies of Stephen Douglas, in particular his Kansas-Nebraska Act and the furious controversies surrounding it, will require examination. 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 the structure or 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 'I claim not to have controlled events but confess plainly that events have controlled me'. Do you agree with Lincoln's assessment of his Presidency?

Relevance and heavy reliance on straight narrative may well be problems here. The question relates to Lincoln's presidency hence commencement date is November 1860 at earliest. What Lincoln appears to be saying is not that he has merely reacted to events, but that the key events were beyond his control, e.g. secession, the attack on Fort Sumter, the formation of the CSA.; the strategy and tactics of the Confederate generals. However, what was consistent and unwavering was his belief in the permanence and indestructible nature of the Union, so that any compromise which jeopardised it or in any way recognised secession, was out of the question for him. It can, of course, be argued that different and more flexible policies from him on the question of slavery extension might have prevented secession or more realistically have limited it to the Lower South. It could also be argued that the quote gives far too passive a role to Lincoln and ignores, for example, his determination to hang on until victory was achieved when in early 1864 war weariness in the Union was prevalent and compromise with the South seemed an attractive option. This is a challenging question and examiners should apply the generic mark bands generously. 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 the structure or argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

Page 4	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – JUNE 2005	9697	5

4 Explain why the United States became the world's leading industrial nation in the period 1865 -1900.

The emphasis has to be on explanation rather than on description. Such factors as cheap, unlimited land, an abundance of raw materials (except for rubber), large-scale immigration, an entrepreneurial culture, and a political/legal system very friendly to business should be looked at critically. The Union victory in the Civil War meant that the Southern veto in the Senate was broken which enabled the industrial influence in Congress to remain supreme. Candidates should stress the importance of the flood of inventions and innovations in the US in this period e.g. the typewriter, telegraph, telephone, the electric lamp; the fact that the legal and judicial system was exceptionally friendly to business (and hostile to both labour unions and Congressional restrictions on business) should be stressed. One would hope for some factual data to back up the argument e.g. by 1900, approximately 30% of the world's manufactures were American. 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 the structure or 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 How was it possible in spite of constitutional protection for the Southern States to deny basic Civil Rights to Afro-Americans from 1895 to 1964?

Accuracy and relevance are vital here. In 1877, following the disputed Presidential election of the previous year, the dominant Republicans in Congress had, in effect, abandoned military rule and Reconstruction in the South and full states rights were restored. In the short term a number of means were used by the white majority to deny civil rights, the poll tax, literacy tests, the white primary, backed up where necessary by forces of lynch mobs. Reconstruction had given important conditional rights to the freed slaves which in theory granted full civil rights and legal equality. However, nothing had been done in land reform for the freedmen or to improve their socio-economic position. Nor had anything been done in substance for the poor landless whites who were determined to remain in a superior position to the freed slaves. As freedmen were only 30% of the Southern population in 1900 (being in the majority only in Southern Carolina and Mississippi) their position was impossible. Moreover, as 90% of Afro-Americans were in the South in the 1900, their plight could too easily be ignored by Northern politicians. All three branches of US political system, combined in different ways to refuse to interfere with the Southern discriminatory practices; the Supreme Court in the landmark decision in Plessy v Ferguson ruled in 1896 that separate public facilities for different races, did not infringe Constitutional rights, as long as they were 'equal'. Though the Southern states were in a permanent minority, particularly in the House of Representatives, the operation of the seniority rule meant that the chairmanship of nearly all key committees were in Southern hands by virtue of the one party system in the South from 1896 to 1964; hence civil rights legislation could be easily blocked in both House and Senate. The Republican Presidents from 1895 to 1964 were uninterested in the problems of the Southern blacks with the exception of Theodore Roosevelt who invited Booker T Washington to tea at the White House. Of the Democrats, Woodrow Wilson was hostile to black aspirations, (he was brought up in Virginia during the Civil War) and FDR and Truman were in practice not prepared to risk Southern support by action as opposed to pious aspirations. The whole political landscape began to alter in the famous Brown case in 1954, which in effect declared all forms of racial segregation in public facilities illegal. From then on liberal opinion in the North, combined with an increasingly dynamic movement of Afro-Americans and sympathetic Presidents (JFK and LBJ) made continued denial of civil rights untenable. Even so, it required all LBJ's political skills to drive through the Civil Rights Act 1964. 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 the structure or argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

Page 5	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – JUNE 2005	9697	5

6 How different were the policies adopted by Hoover and Roosevelt to deal with the Depression?

Answers will tend to be heavily weighted towards Roosevelt but to secure marks of 16+ must contain some discussion of Hoover's policies. It is untrue to say that Hoover simply did nothing or did not care but it was during his term that the depression started and in 3 years got steadily and dramatically worse. Hoover intervened in the economy more vigorously than any of his predecessors e.g. increased federal spending on public works and a Federal Farm Board to stabilise commodity prices. However, he believed that government intervention was not the answer but rather voluntary cooperation by industry and local communities. In particular, he refused to contemplate unemployment relief by Federal government, insisting this was for cities and state governments and private charity. During the four months interregnum (November 1932-1933), Hoover tried to commit FDR to his policies without success. By contrast, Roosevelt's policies were dramatic, placing all banks under federal control, with a nationwide 'bank holiday' arranging for the re-opening of all those found to be solvent. The first of his famous 'fire-side chats' appealed successfully for people to bank their savings. There then followed the famous 'One Hundred Days' with a plethora of legislation, proposals and schemes all passed in record time by a compliant Congress glad to be given a lead. Details are less important than the fact that FDR was an activist who believed it was federal government's responsibility to act decisively to lift America out of Depression and that ultimate responsibility for the health of the economy rested with the Federal Government. Later measures included the PWA; TVA; and NIRA. 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 the structure or 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 Gradually and rather reluctantly, The United States became an imperial power and a military presence on a global scale. Is this a fair assessment of American foreign policy 1890-1919?

The question covers a great deal of ground: two completely different wars for example, and candidates should be rewarded for skill in handling a mass of material. Examiners are requested to be particularly understanding in applying the generic mark scheme to this question.

From the 1890s onwards, US developed a nationalistic eagerness to assert American power and its newly acquired economic might. A variety of influences, economic, strategic and ideological were behind this change. The struggle for territory among the European Powers in this period left American politicians not wishing to miss out, also influential were Mahan's theories on naval power, Darwinian doctrines of survival of the fittest applied to nations, and also the influence of English imperialists like Kipling. These factors explain picking a quarrel with the weakest European imperial power Spain, described rather callously by Secretary of State Hay, as 'a splendid little war'. This proved to be a hopelessly unequal contest and what had begun as a war to liberate Cuba became one to acquire colonies; in the event the Philippines, Puerto Rico and Guam. Cuba, though nominally independent was to be under US tutelage for the next 60 years. The point should be made by better candidates that by no means all Americans welcomed these developments, with one ex President (Cleveland), Andrew Carnegie, trade union leaders (Gompers) and senior senators being uneasy at the motives and consequences of annexation. US involvement in global military presence came by a different route. It was totally uninvolved in the events leading up to the First World War but prospered mightily from it, being transformed from a debtor nation to the world's biggest creditor nation. In 1917 rather than risk Allied defeat (following the capitulation of Russia in February), the US entered the war as an associated power of the Allies, this going directly counter to the repeated and specific pronouncements of President Wilson. One suspects

Page 6	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – JUNE 2005	9697	5

most candidates will argue against the question: what matters is there should be relevant discussion rather than description. 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 the structure or argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.

8 How far was increasing national prosperity from 1945 to 1968 shared by all Americans?

The United States prospered mightily from the Second World War when it was the arsenal and creditor of all the Allies and up to 1968 remained indisputably the richest country in the world with the world's highest standard of living. GNP rose from \$212.3 billion in 1945 to c 1,300 billion in 1968. By the 1960s, average family income had more than doubled since the Depression and continued to rise throughout the 1960s. By 1970, for the first time, Americans spent less than half their income on food, clothing, shelter and utilities. The proportion of Americans living in poverty went down from 22% in 1959 to 11% in 1974. This meant that 25 million people were officially classified as poor. Interestingly the share of national income received by the poorest 20% of the population had remained constant since 1870. Poverty was concentrated in the urban ghettos where it was primarily a black problem, but it existed also among poor whites as tenant farmers in the South, in Appalachia and among retirees. Hence the answer would be that American was becoming slightly more egalitarian economically, but still with a substantial underclass located mainly, though not entirely, among ethnic minorities. 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 the structure or argument and the quality of supporting material. Bare pass answers (11-15) will be largely descriptive or narrative and relevance and accuracy may stray.