

MARK SCHEME for the October/November 2013 series

9697 HISTORY

9697/51

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

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 be.g.in 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 [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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- 1 Using Sources A–E, discuss the view that Lincoln was successful in the 1860 presidential election because of divisions within the Democratic party.

	SOURCE & CONTENT	ANALYSIS: LEVEL 2/3	CROSS-REFERENCE	CONTEXT AND/OR PROVENANCE	EVALUATION: LEVEL 4/5
A	A cartoon showing the four main candidates, one Republican, two Democrat – Douglas and Breckinridge – and one Constitutional Unionist, Bell, taking different sections.	The cartoon shows Lincoln as one of four contestants. Democrat divisions are shown. Lincoln's victory is not assured. Thus No .	The analysis in E shows how inaccurate the cartoon is. However, B , C and D show Democratic divisions which are portrayed in A .	Presumably drawn during the election campaign, the cartoon is not obviously partisan. It tends to criticise all four candidates for tearing the USA apart.	The cartoon illustrates the disarray of the 1860 election. However, it provides minimal support for the hypothesis. Thus No .
B	A Southern newspaper source arguing that the Democratic party as a principled party is dead. Even as a party of power, the Democrats are dominated by the North.	While there is no direct reference to the forthcoming election, B shows how deeply divided the Democrats were. Language is emotional at times. Thus Yes .	The divisions of the Democrats are further supported by C and D and, to a lesser extent by A , Document E contradicts B .	A Southern source which says how the South loses out to the North within the Democratic party is hardly reliable. However, it still shows the depth of Democratic divisions.	The source is both too unreliable and too far ahead of the election for it to be useful. Thus No .
C	A Northern newspaper which argues that the Democrats are so hopelessly divided that some of them prefer a Lincoln victory.	The perceived desire of many Democrats for a Lincoln victory clearly supports the assertion. The language is restrained, argument reasoned. Thus Yes .	C is supported by D and to some extent by A but not by E . Even B , from the South, hardly supports C 's assertion about the South's arrogant pretensions.	The reference to Buchanan's presidency has some validity. This source is the New York Times, which strives for evidence-based analysis.	Despite doubts about C 's view of the South, there is enough reason to support C 's analysis. Thus Yes .

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D	An anti-slavery source which shows how the Southern Democrats canvassed for Breckinridge in Northern states, thus splitting the Democrat vote.	The clearest example of Democratic divisions helping Lincoln. Thus Yes .	Neither A nor B shows Breckinridge having any impact in the North. C does, however. E shows no Northern success for Breckinridge but he still helped split the Democrats.	Written after the election – and civil war – by a leading Northerner, this would seek to blame Southerners and Democrats for dividing the USA.	C is a strong reinforcement of D while other sources and context provide no valid counter arguments. Thus Yes .
E	A Southern source which analyses the Electoral College votes in some detail to argue that Democratic divisions did not allow Lincoln to win.	The clearest example of Democratic divisions not helping Lincoln. The statistics presumably are accurate. Thus No .	Sources A , B and C are all written before the election and thus speculation. D is afterwards but not that reliable.	A biographer of a leading Southerner writing a generation later is likely to find evidence to portray his subject favourably. Thus unreliable – despite statistics.	Despite the statistics, the source does not provide convincing evidence against the assertion. Thus 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 Lincoln won the 1860 election because the Democrat party was divided, evidence for the assertion is stronger. Two of the sources supporting the hypothesis, Sources C and D, are shown on evaluation to be reliable, perhaps because they are from the North, which would want to emphasise Lincoln's achievements. The two sources initially against the assertion, A and E, are too unreliable to be trusted. Source A is a pre-election cartoon while Source E is too partisan. Source B is the one source in favour of the assertion while cannot be relied on. Thus, narrowly, the sources in favour of the hypothesis are preferred to those against.

Or (b): The evaluated evidence shows the strength of arguments surrounding the role of the Democrats in the election of Lincoln in 1860. With one clear exception, Source E, they would seem to show that the divisions of the Democrats were crucial. Closer examination of the sources suggests that the sources do not support such a stark conclusion, especially if contextual knowledge is included. Thus a more appropriate hypothesis supported by the evaluated sources would be 'Lincoln was successful in the 1860 presidential election as much because of the strengths of the Republican party as because of divisions within the Democratic party'.

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 How important was the doctrine of Manifest Destiny to the westward expansion of the USA in the period 1840 to 1890?

The concept of Manifest Destiny is familiar although its significance can be exaggerated. The key point is that it **justified** westward expansion rather than caused it. Manifest Destiny provided a higher purpose for what could be seen as a more materialistic drive for greater wealth and power. Thus believers in Manifest Destiny believed that the USA had a mission to spread its republican values across North America – and perhaps even further. This expansion could be accomplished either by settlers, largely peacefully, or by the state, usually by force. The term was first used by John O'Sullivan in 1845, when he argued the need for the USA '*to overspread the continent allotted by Providence for the free development of our yearly multiplying millions*'.

In analysing the impact of the Doctrine, candidates should focus on:

- **Texas and Oregon 1845-48**
The war against Mexico over Texas and the tensions and negotiations with the UK over Oregon were given a rationale by the concept of Manifest Destiny.
- **The Mormons and Utah**
The religious element in Manifest Destiny was linked with a belief that the Biblical millennium would arrive in the USA. Thus the Church of **Latter Day** Saints and its long trek westwards to Utah.
- **The Indian Wars**
The racial element of Manifest Destiny is best illustrated by the USAs treatment of Native Americans. Western civilisation would be imposed, by agreement if possible, by force if not. Hence the various wars of the later 19th century and the seizure of Indian lands.

Even without the justification of Manifest Destiny, however, the USA would have expanded to the Pacific. It had much greater economic and military strength than any opposing states or peoples while opposition from within the USA was too insignificant to have an impact.

3 Compare and contrast the policies of Presidents Lincoln, Johnson and Grant towards the reconstruction of the South.

- **Lincoln: 1863-5**
Lincoln, a Northern Republican, wanted Southern states to rejoin the USA as soon as possible, which meant a more lenient approach. Key aspects of his policies were:
- **Proclamation of Amnesty and Reconstruction: December 1863**
This included his **10% Plan**, whereby a state which had amended its constitution to abolish slavery could be readmitted once 10% of registered voters took an oath of loyalty. Rejected by Congress in June 1864 in favour of the Wade-Davis Bill for a **50% Plan**, Lincoln used a pocket veto to stop the bill. His Plan got no further.
- **Freedmen's Bureau; March 1865**
This was a federal agency set up to help the ex-slaves of the South in various ways, which would end one year after the war ended.
- **Thirteenth Amendment: January – December 1865**
In January 1865 Congress approved the 13th amendment which abolished slavery, though gaining the support of three-quarters of the states took until December.
- **Johnson: 1865-9**
Johnson, a Southern Democrat and Lincoln's vice-president, wanted policies similar to Lincoln's. Congress did not meet until December 1865, which gave Johnson time to develop his more sympathetic approach. When in March 1866 he vetoed the Civil Rights Bill, Congress for the first time ever overrode his veto. From April 1866 Johnson was in open conflict with Congress, which became more radical given the South's to grant equal rights to ex-slaves, as shown by the **Black**

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Codes. The mid-term elections of 1866 increased the Republican supermajority in Congress. Thus the reconstruction policies of 1866-8 are known as Radical Reconstruction, led by Congress, e.g. establishing military rule in the South. Relations became so bad the Johnson was impeached. The **Fourteenth Amendment**, giving equal rights to all Americans, was approved in June 1868, during Johnson's presidency, but without his support.

- **Grant: 1869-74**

Grant, a Northern Republican and the leader of the Union forces 1864-9, carried out more active Reconstruction policies in his first term than in his second.

- **First Term: 1869-7**

Grant used a series of **Force Acts** passed in 1870-3 to take action to suppress the Ku Klux Klan. Terrorist groups continued to exist in the South, however.

The **Fifteenth Amendment**, giving all citizens the right to vote, whatever their race, was passed by Congress in 1869 and approved by the states in 1870.

The **Amnesty Act 1872** gave c150,000 ex-Confederate soldiers – but not their leaders – the right to vote.

- **Second Term: 1873-77**

Public attention turned away from the South to dealing with the effects of the economic crash of 1873 and subsequent recession. The continuing low-level violence in the South made Northern voters weary of trying to reconstruct the South.

Congress passed the **Civil Rights Act 1875**, which gave African Americans the right to use public facilities and attend public meetings.

Thus the **Compromise of 1877**, a political deal following the 1876 presidential election: the Republicans kept the Presidency but abandoned the South.

4 **Assess the relative importance of the steel, oil and financial sectors to American economic growth in the later nineteenth and early twentieth century.**

The important word in the question is **relative**. Candidates have to make a choice between the three industries, each of which were prominent in the later nineteenth and early twentieth century.

- **Steel**

Production rose from 1.25 million tonnes in 1880 to 24 million tonnes in 1910, by which date the USA was the world's biggest steel producer. Production tripled in the 1890s.

This growth in supply was led by **Andrew Carnegie's** various steel companies, based on his belief in vertical integration. In 1901 he sold his investments to J P Morgan, who then founded the U S Steel Corporation, the world's biggest company.

This rapid expansion was based on increased demand, especially by the railroad sector, which was still rapidly expanding at the time.

- **Oil**

The oil industry of the period is associated with **J D Rockefeller**. In 1870 he founded Standard Oil and within a decade it controlled 90% of US oil refining capacity. By 1911 Standard Oil was seen as so powerful a trust that it was divided into 34 smaller companies.

The oil industry, however, provided a small proportion of US energy needs, probably 1-2%. Production of crude oil grew from 12,000 barrels per day in 1869 to 502,000 by 1909. Initially it produced kerosene oil for lighting but was superseded from the 1880s by electric lighting. Only with the growth of the automobile and aircraft industry in the 1910s did petroleum oil grow in demand.

- **Finance**

Finance covers banks and stock exchanges.

In the later 19th century, the US banking system was very decentralised. It consisted of some 8,000 banks, most local, many without any branches. This localised system helped bring about a series of banking crises: 1873, 1884, 1890, 1893, 1896 and 1907. The final crisis was so severe that it led to the establishment of the **Federal Reserve** system in 1913. Thus the USA had a central bank to stabilise the banking system.

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US stock markets, of which the best known is Wall Street, helped companies raise capital. Much of this came from European investors. This was more efficient in raising the capital essential to investing in new machinery.

Of the three, the oil industry contributed the least to the US economy before 1914. Both steel and finance were essential to the continued industrialisation of the USA. The fragmented banking system on several occasions caused economic growth to decelerate.

5 How far had African Americans and other ethnic minorities achieved full civil rights by 1968?

This could tempt candidates to provide a narrative of race relations in the twentieth century and especially since the mid-1950s. The better answers, however, will provide an analysis of the state of civil rights in the later 1960s. Also note that the question is not just about African Americans.

- **Political**

The **Voting Rights Act 1965** was the main reform which secured political equality for ethnic minorities. It even allowed federal government to intervene in the organisation of elections in certain states. The **Civil Rights Act 1964** is also relevant.

However, the practice of political rights in some areas left much to be desired.

- **Social**

Again the **Civil Rights Act 1964**, which ended all forms of racial discrimination, is relevant. The scope of civil rights in social matters was more debateable.

- **Economic**

This is the area where the question of rights and how far they were achieved is most debated. Little was done before 1968 to ensure racial minorities had rights in economic matters.

Evidence that there was still some way to go to achieve social rights for African Americans includes the **Black Power** movement, which was at its height in 1967-68. When it came to urban and inner-city minorities, equality was an aspiration, not a reality. Also **affirmative action**, an important means of achieving greater equality, was only just being introduced in the late 1960s.

When it comes to other racial minorities, three could be mentioned;

- **Hispanics [aka Latinos]**

Not strictly a racial group but usually seen as such. **Cesar Chavez** led the Hispanic farm workers of California on a long strike in the 1960s. They won union recognition but little else. He continued to agitate for workers' rights well into the 1970s.

- **Native Americans**

This group gained the **Indian Civil Rights Act 1968**, granting judicial rights but not political. In the same year, the **American Indian Movement [AIM]** was founded to lobby for further rights. In 1969-71 a small group of Native Americans occupied Alcatraz to highlight their cause.

- **Alaska Natives**

In 1966, Alaskan natives formed the **Alaskan federation of Natives**, which wanted a fairer land settlement. This they got in 1971.

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6 Assess the impact of prohibition on US society in the period 1920-33.

The **Eighteenth Amendment**, passed in 1919, took effect in 1920; it banned the manufacture, sale and transport of alcohol. The **Volstead Act 1919** was the act which interpreted the 18th amendment, e.g. it allowed the domestic production of 200 gallons of non-intoxicating cider and fruit juice.

The consequences of prohibition include:

- The shift in alcohol production and consumption from beer to spirits, easier to make and conceal but often more dangerous. Also growth in sales of medicinal alcohol.
- An initial decline in consumption by some 80% from 1918 to 1921 followed by a return to 1918 figures by 1923 and a relatively stable rate of consumption until 1929.
- The replacement of saloons by speakeasies, smaller, double in number and open to women.
- At best a minimal improvement in public health as less alcohol was consumed in the early 1920s. The consumption of illegal alcohol, often more dangerous, had a negative effect, however.
- An increase in serious crime, e.g. murder, in parallel with a decline in minor offences.
- The growth of organised crime, from the Mafia to street gangs, best illustrated by Al Capone's dominance of Chicago and bootlegging.
- Increased numbers in prison and need to build more prisons.
- Increased corruption of public officials.

Prohibition achieved none of the aims predicted by its advocates. Its counter-productive implementation meant there was little opposition to its abolition in 1933.

7 Compare and contrast the role of the USA in peace-making at the end of the First and Second World Wars.

In each case, the USA played a leading role. There are some nice contrasts to be made, however. Points of comparison include:

- **US leaders**
Both Wilson and FDR/Truman were Democrats. There were differences of values, experience and approach. Wilson was something of an idealist, FDR much more pragmatic, Truman very inexperienced.
- **Context**
The USA joined WW1 just eighteen months before it ended and WW2 three and a half years before it ended. In 1940 FDR described the USA as the 'arsenal of democracy'. Its greater role in WW2 gave FDR/Truman a greater say in peace-making in 1945 than Wilson had had in 1919. Wilson's seven-month trip to Europe, dogged by illness, saw him losing influence to Lloyd George and Clemenceau – and back in the USA. The much briefer visit to Yalta by FDR, ill and close to death, has been subject to much more historical debate: did he concede too much to Stalin? Where Wilson had not met his fellow leaders before 1919, FDR had already met Churchill ten times and Stalin just once [at Tehran in late 1943]. Finally, WW1 peacemaking occurred after the allies had won while WW2 peacemaking occurred when war not yet over. This was important with regard to Japan at Potsdam.
- **Meetings**
The WW1 conferences were a prolonged affair, lasting six months and more, with some 30 states involved. Yalta and Potsdam were much more meetings of the Big Three, in effect the Big Two, the USA and the USSR.
- **US aims**
In 1919, Wilson – but less so Congress – wanted to involve the USA in international affairs via the League of Nations. In 1945, Roosevelt and Truman had similar aims but were more skilful in keeping Congress on their side. Unlike the League of Nations, the United Nations was established in a separate series of international conferences at the end of the war.

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8 'The similarities between the 1950s and the 1960s were greater than the differences.' How valid is this assessment of US society?

The popular view of the two decades makes a clear distinction between the two in terms of their [white] culture and values.

- **The 1950s**

They were seen as conventional, conformist, conservative and consensual. The four years of WW2 were followed by the Cold War against communism. The generation who had lived through the 1930s and 1940s accepted almost without question the materialism and prosperity of the 1950s. The popular arts of the time, e.g. film and music, were more family-focused. The most popular US film of the 1950s was Walt Disney's *The Lady and the Tramp*. Popular music was led by artists such as Hank Williams and Nat King Cole.

- **The 1960s**

The 1960s came to be seen as unconventional, non-conformist, radical and adversarial. The main social conflict was between the generations rather than between classes.

Children of the 'greatest generation' took the material benefits of the time for granted and began questioning the American way of life. Many developed what became known as the **counter culture**. Some lived alternative lifestyles. After being marginalised in the 1950s, feminism became significant, as shown by Betty Friedan's *The Feminine Mystique* [1963].

The popular arts became more focused on youth, especially after the British invasion of 1963-64, led by the Beatles. Traditional Hollywood gave way to New Hollywood, producing films such as *Bonnie and Clyde* and *The Graduate* [both 1967], aimed at the young.

However the differences were not as great as they appear[ed] to be.

- **The family culture of the 1950s**

This continued into the 1960s, as *The Sound of Music* was the most popular US film of the decade. And the dominance of the Billboard Hot 100 by music by and for young people reflected more the spending power of the young. Artists such as Frank Sinatra still made the charts as in 1963 did the Singing Nun.

- **The youth culture of the 1960s**

This was evident in the 1950s, both in film – James Dean, Marlon Brando – and music – Elvis Presley and Chuck Berry. The word teenager was commonly used in the 1950s to distinguish the increasing number staying in education to senior high school and college. They had money to spend as US companies produced goods for the youth market. In addition, the African American element of US society could also be considered. Black music of the 1960s differed from that of the 1950s, e.g. Miles Davis. On the other hand, the blacks remained part of US society which still experienced much discrimination and inequality.