

**MARK SCHEME for the October/November 2009 question paper
for the guidance of teachers**

9697 HISTORY

9697/05

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 must be read in conjunction with the question papers and the report on the examination.

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

CIE is publishing the mark schemes for the October/November 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9697	05

Generic mark bands for Essay Questions

Examiners will assess which Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptors in a particular Level to qualify for a Mark Band. In bands of 3 marks, examiners will normally award the middle mark, moderating it up or down according to the particular qualities of the answer. In bands of 2 marks, examiners should award the lower mark if an answer just deserves the band and a higher mark if the answer is clearly in that band.

Band	Marks	Levels of Response
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 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. The best answers must be awarded 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.
3	16–17	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 will 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.
4	14–15	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.
5	11–13	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.
6	8–10	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.
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. 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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9697	05

Section A

- 1 'John Brown was not a heroic martyr but an irresponsible criminal.' Using Sources A–E in their historical context discuss how far the evidence supports this assertion.

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

These answers will talk about Brown's Raid and its consequences but will ignore the key 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. [6–9]

These responses 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 'Source C refers to Brown as a murderer and traitor', as a support to the hypothesis. 'Source D calls him a 'marvellous old man', Source E refers to his courage and dignity which won the admiration of those who disapproved of him' could be given as an example of a challenge to the hypothesis.

L3 USES INFORMATION TAKEN FROM THE SOURCES TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS. [10–14]

These responses know that testing the hypothesis involves both attempting to confirm **AND** disconfirm 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. [15–17]

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

For example 'The Southern Sources (A and C) take place in the context of reviving the South's worst fear of a slave rebellion. It demonstrated how far its position had deteriorated since the 1850 Compromise; with not only the Fugitive Slave Law a dead letter in much of the North but deliberate attempts to invade the South to free slaves being made. Also, Brown and his sons were extremely violent men who had previously hacked to pieces 5 pro-slavery settlers in Kansas. He clearly regarded himself as a martyr as he refused to allow a plea of insanity at his trial and was quite prepared to be executed for his beliefs. Given his previous history and the circumstances of the raid on Harper's Ferry, Brown was being less than candid when he claimed in Source B that he 'never intended murder, to incite slaves to rebellion or to make insurrection'.'

L5 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS. [18–22]

These answers know that testing the hypothesis involves both attempting to confirm and refute the hypothesis and are capable of using the Sources in their historical context to do this (i.e. both confirmation and disconfirmation are done at this level.)

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9697	05

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 CHALLENGING OR SUPPORT IS TO BE. [23–25]

For [A] the argument has to be that the evidence for challenging or supporting the hypothesis is better/preferred. This must include a comparative judgement, not simply why some evidence is better but also why some 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 responses may argue that the hypothesis could be reworded that *'John Brown was clearly a criminal but one motivated by the ideal of freeing the slaves even at the cost of his own life.'*

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9697	05

Section B

2 What caused America's rapid territorial expansion in the 1840s?

To gain Bands 3 upwards answers need to focus on the question rather than the topic. Here this means examining the causes of expansion rather than describing it. The Mexican War was the key factor, when President Polk deliberately fermented a quarrel with Mexico which led to war. The US victory was so complete that Mexico City was occupied and there was even talk of annexing Mexico. The resulting Treaty ceded the majority of the Mexican territory to the US, resulting in the largest annexation of land since the Louisiana Purchase. This made America a transcontinental nation for the first time and gained the excellent Pacific harbours of San Diego and San Francisco. Candidates need to discuss the doctrine of Manifest Destiny, widely (though not universally) held and explore why it was believed and what it implied for those who stood in its way, including Mexicans, Native Americans and the British in Oregon territory. Was it simply a cloak for imperialism or was there an element of idealism in the spreading of democracy? A crucial factor was the development of railroads across the newly acquired territories, which facilitated new settlements, cattle ranching, mining and farming. Immigration from Europe was encouraged by the prospect of cheap land in America. As always it will be the quality of argument that matters.

High quality answers in Band 1 will be consistently analytical, well argued and with detailed supporting material relevantly deployed.

3 To what extent was Reconstruction a failure?

Reconstruction started with Lincoln's Emancipation Proclamation of 1863 and ended in 1877, becoming operative with the surrender of the Confederate armies in 1865. It should be stressed that Reconstruction involved two separate factors; the reintegration of the eleven rebel states into the Union, and the legal, social and economic emancipation of the huge slave population. It would be difficult to argue that it was a great success or an object failure. The 13th, 14th and 15th Amendments to the Constitution abolished slavery, gave citizenship rights to the Freedmen and the right to vote and hold office. Through the Freedmen's Bureau an attempt was made to translate these legal rights into reality. It needs to be noted that the key question of land reform in favour of the Freedmen was ignored. The reintegration of the South was a different matter. Union victory and the above measures were resented by the 'poor whites' who had never owned any slaves, and whose anger at the terrible human cost of the war was directed towards the Republicans in the North and the freed slaves locally. The gradual restoration of States' rights and democracy in the South meant the introduction of highly repressive and discriminatory Black codes. The formation of the Ku Klux Klan will undoubtedly be discussed. The role of President Andrew Johnson should receive close attention. He was the only Democrat Senator for the South to remain loyal to the Union and was clearly an anomaly in a political culture dominated by Republicans after 1866. His sympathies were with the white population of the South and his Reconstruction plan was mild and conciliatory. Interest in the welfare of the Freedmen diminished in the 1870s, and the election of 1876 led to the return of full state's rights to the South and the withdrawal of Federal troops. The Freedmen were left to the mercies of the white majority. A balance needs to be struck. There were lasting gains, but clearly there was a failure to dramatically improve the working, living conditions and political rights of the Freedmen.

To gain marks in Bands 1 and 2 candidates should establish a clear focus on the question, balance their answer between success and failure and support their ideas with relevant detail. The best responses will contain a substantiated judgement.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9697	05

4 Why did organised labour have so little impact on American society from 1865 to 1917?

In contrast to Britain and Continental Europe, the US did not develop a Socialist or Labour party with a mass following. America was more democratic and offered greater opportunities to newcomers. The philosophy of Jacksonian democracy, of levelling up rather than down, rewarding individuals' work and success was still dominant. The post Civil War period saw the dominance of laissez-faire and rewarding capitalism with the notion of restraints on business or taxation to finance welfare being regarded as Un-American. Industrial disputes were often violent on both sides but with blame being placed on the strikers and their leaders. It should, however, be noted that American socialism was making steady gains in the 20th century with Eugene Debs obtaining 6% of the popular vote in the 1912 Presidential election.

High quality answers will be analytical, well supported and reach a substantiated conclusion which will address the question directly.

5 Examine the reasons for the civil rights of Native Americans being largely overlooked for most of the period 1895–1968.

A number of reasons could be adduced. There were relatively few Native Americans as a proportion of the total population, hence they lacked political impact. They were dispersed widely over remote areas, instead of being concentrated in cities like African-Americans. There were divisions between the different Nations. They did not become US citizens until 1924. Their culture and way of life was quite different. It had been deliberately destroyed during the 19th century by the actions of governments, both State and Federal. Native Americans did not want to be part of the mainstream American way of life but rather wanted the reinstatement and protection of their traditional way of life. They did not produce nationally recognised leaders in the way that African-Americans did. Civil rights for minorities were largely ignored until the New Deal and thereafter the emphasis was overwhelmingly focused on African-Americans who were gaining considerable political leverage in this period. It should, however, be noted that there were gains for Native Americans in the last twenty years of the period, particularly in compensation for the unjust treaties imposed on them in earlier years and reinstatement of some territorial claims for self government.

To achieve Bands 1 and 2 answers must be analytical, clearly focused and effectively supported with relevant material.

6 Which groups benefited most from the New Deal and which the least?

An explanation as to what is meant by the New Deal would be a good start to this essay. Faced with complete economic breakdown in 1933, the New Deal was a series of interventionist measures by the Federal Government to kick-start the American economy, instigated by President Franklin Roosevelt. It was never a coherent, consistent programme, but rather a number of improvised measures, of varying degrees of success. The best approach to the question would be to confront it directly by drawing up a balance sheet of winners and losers from the New Deal. The biggest gainer was the Democratic Party and at every level of Government, including Presidency, Congress, States and large cities, the Democrats were to be firmly in control for the next 20 years. Even the Supreme Court came under Democratic hegemony from 1938 onwards. The unemployed benefitted from the various Federal relief programmes, though as late as 1937, 19% of the workforce was still unemployed. Labour unions gained greatly in membership and influence arising from the Wagner Act and for the first time had a sympathetic hearing at the White House. Farmers benefitted from relief programmes as did many householders threatened with foreclosure and eviction. The banking system was saved from collapse by FDR's resolute steps in the first 100 days and a regulatory system was set up

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2009	9697	05

which was to work for the next 75 years. The Tennessee Valley Authority created jobs and relief over a seriously depressed area of the country and transcended State boundaries. Among those who benefitted least were African-Americans who were always the last to be hired and the first to be fired. While FDR appointed some African-Americans to posts in the Administration, he was not prepared to try to force Civil Rights legislation through Congress for fear of antagonising the 22 Southern Senators. The more prosperous sections of US society had to pay higher taxes. Whether the economy as a whole benefitted is still a controversial question. The traditional argument is that the New Deal rescued the economy and put it on a sounder footing, but there is a counter argument that recovery was due to the normal operation of the trade cycle with the New Deal playing a minor role, or even impeding recovery.

To achieve the highest marks candidates will need to address both aspects of the question and support their arguments with detailed examples.

7 Discuss the view that the Spanish-American War marked the emergence of the United States as a world power.

The concept of a 'world power' is not self-evident and should be clarified. In general terms it means a nation wishing to exert strong influence over and beyond its immediate neighbours and having the military and economic power to do this and also being recognised as such by other 'world powers'. By these criteria the US before 1898 was a sleeping giant which confined itself by the Monroe Doctrine to thwarting European intervention in the Western hemisphere. The word 'emerging' is significant and should help to clarify the argument. The 1898 war was the first armed conflict with a European power since the War of 1812 and by it the US humiliated Spain, gained new possessions in the form of Guam, Puerto Rico, the Philippines and de facto hegemony over Cuba. This all supports an affirmative answer to the question posed, but it could be argued that it was President Theodore Roosevelt's mediation in the Russo-Japanese War leading to the Treaty of Portsmouth and the award to himself of the recently created Nobel Peace Prize which marked this 'emergence'. A more clear cut example would be the US intervention in the First World War in 1917 as an Associated Power of the Allied Powers which proved to be the decisive element in the Allied victory.

To achieve high marks what matters is not the choice but the quality of the argument and that candidates support their ideas with relevant detail.

8 Analyse the reasons for the dramatic change in social attitudes and lifestyles that occurred in America in the 1960s.

Answers should attempt to discuss what these changes were, such as student radicalism, defiance of authority, the sexual revolution, opposition to the Vietnam war, along with dramatic cultural changes in music, dress, lifestyles. Better answers will analyse the reasons for the above. Among these are the long economic boom since 1945 which created for the first time an 'affluent society' with only pockets of poverty, the vast expansion of higher education with huge universities (University of California alone had nearly 100,000 students), the deeply unpopular draft for the Vietnam war, the growing militancy of the African-American civil rights movements, the influence of new forms of music such as Elvis Presley and the Beatles. Lastly, there was the invention and widespread use of the oral contraceptive pill which led to a breakdown of existing conventions regarding sexual morality but freed women to allow them to access higher education, develop careers and gain financial independence.

To achieve the highest bands candidates should focus on the reasons for the changes rather than writing a description of what took place.