

MARK SCHEME for the October/November 2007 question paper

9697/05	9697 HISTORY 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.

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 discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9697	05

NOTE: All questions are to be marked using the generic marking bands scheme for source based and essay questions.

SECTION A

Question 1 Source Based Question

PARTY PLATFORMS FOR THE 1860 PRESIDENTIAL ELECTION

‘The 1860 Party Platforms proved that no further compromise between North and South would be possible.’ Using Sources A–D discuss how far the evidence supports this assertion.

- L1 WRITES ABOUT THE HYPOTHESIS, NO USE OF SOURCES [1–5]
- 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.
- 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, 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.
- L5 BY INTERPRETING/EVALUATING SOURCES IN CONTEXT, FINDS EVIDENCE TO CHALLENGE **AND** SUPPORT THE HYPOTHESIS. [18–22]
 These responses 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] EXPLAIN WHY EVIDENCE TO CHALLENGE/SUPPORT IS BETTER/PREFERRED **OR** [B] RECONCILES/EXPLAINS PROBLEMS IN THE EVIDENCE TO SHOW THAT NEITHER CHALLENGE OR SUPPORT IS TO BE PREFERRED. [23–25]
 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 Level 5 answers which use the evidence to modify the hypothesis (rather than simply seeking to contradict/support it) in order to improve it.

Page 3	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9697	05

SECTION B

Essay Questions 2–8. These will be marked using the criteria contained in the Generic Marking Bands Scheme for A Level History Papers.

2 How valid was Turner’s frontier thesis on the connection between the conquest of the frontier and the democratic national character of America?

Candidates should show an awareness of the famous article drawing on the 1890 Census report which stated that the frontier had disappeared. However, if the frontier represented an opportunity to stake out a farm in the West, that did not disappear in the 1890s, as over a million new farms were settled in that decade. It can also be argued that the democratic egalitarian ‘American’ way prevailed over the elitist European one in the 1820s during the Jacksonian period whose values persisted right up to 1860. Certainly all Presidential candidates, from Jackson onwards, emphasised their ‘man of the people’ credentials right up to the legend of Abraham Lincoln splitting rails for his log cabin. High quality answers (21–25) will be consistently analytical, well argued and with high quality supporting material relevantly deployed. Good answers (18–20) 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 (11–13) will be largely descriptive or narrative and accuracy may vary.

3 How was it that the original high ideals of post-war Reconstruction ended with the 1877 Compromise?

Purely descriptive or narrative responses should attain (14–15) at best. Better candidates may query to what extent Reconstruction was activated by high ideals. The Republican ascendancy was based on very narrow electoral margins, and one factor in their enthusiasm for Reconstruction was to smash the political power of the planter class in the South, and to use the enfranchised freedmen to secure a permanent Republican dominance in the White House and Congress. Responses need to distinguish clearly between Presidential and Congressional Reconstruction policies, the latter prevailing after a bitter struggle with President Johnson. However Reconstruction had two fatal weaknesses. At some point the rebel states had to be reintegrated into the political system and in all states except South Carolina, African Americans were in a minority, hence it was essential to enlist the support of the large number of poor whites who had never owned slaves. This was never seriously attempted. Secondly, the Freedmen’s gains were largely political, legal or symbolic and the key issues of land ownership and education were ignored. To go from servitude to citizenship in a decade was a task too far. After 1872 Grant and the bulk of the Northern population seemed to lose interest in the plight of the Freedmen, being more concerned with the great wave of economic expansion following 1865. The deadlocked Presidential election of 1876, almost certainly won by Tilden, the Democratic candidate, resulted in the shabby compromise by which the Democrats conceded the Presidency to Hayes, and in return full states rights were restored to all the former Confederate states, and also the withdrawal of all Federal troops. High quality answers (21–25) will be consistently analytical, well argued and with high quality supporting material relevantly deployed. Good answers (18–20) 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 (11–13) will be largely descriptive or narrative and accuracy may vary.

Page 4	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9697	05

4 Assess the role of technical innovation in the rapidly expanding US economy from 1865 to 1914.

An assessment is required, not a shopping list of inventions. While appropriate examples should be given they should not dominate the response. It can be argued that innovation in the sense of the application and development of inventions was the key factor in transforming the US economy from an agricultural one to the largest industrial economy in the world. Among many possible examples would be the steam turbine, the dynamo, the telephone and telegraph, and not least Ford's system of assembly line production of Model T automobiles. The overall effect was to transform transport, communications, mass production in industry and agriculture. Other factors should be stressed—starting in 1809, five railroad routes traversed the whole American landmass opening up for settlement the vast lands of the Great Plains, the Mountains and the Western Seaboard, some 40% of the whole landmass. Immigration was 14 million from 1865–1914, providing cheap, motivated labour willing to do backbreaking manual work. The principles of free enterprise, laissez-faire and opportunities for all, were applied more thoroughly in the US than elsewhere. Finally, the legal, judicial and political systems both encouraged business and defended it when attacked by labour unions. The open US society encouraged mobility and ambition, with 440,000 patents issued from 1860 to 1900. High quality answers (21–20) will be consistently analytical, well argued and with high quality supporting material relevantly deployed. Good answers (18–20) 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 (11–13) will be largely descriptive or narrative and accuracy may vary.

5 Examine the contention that President Lyndon Johnson did far more in practice than Martin Luther King for the civil rights of African Americans.

The two men occupied completely different spheres, Johnson having been a professional politician as Congressman, Senator, Vice President and following the assassination of Kennedy, President for over 20 years, while Dr King was primarily a Baptist minister and never sought any elected office at any level in the US political system. Johnson's great achievement was to confront and deliver the key civil rights reforms which Kennedy had promised but in practice had not delivered. LBJ had been a very effective Majority Leader of the US Senate (contrast JFK's junior status in the Senate) and was able to use the full range of persuasion and pressure open to a President to drive through the Civil Rights Act (1964) and the Voting Rights Act (1965). These enfranchised all African Americans in the South and transformed the political landscape. The fact that LBJ was from the South himself made it easier for him to sell these controversial policies. Martin Luther King's achievement was quite different and crucial. By his dynamism and energy he was able to bring together the disparate elements of the African American community (a phrase unknown to King) and seize the opportunities offered by the Brown judgement and followed by the Montgomery Bus boycott to organise a mass campaign of non violent protests, including sit-ins and Freedom marches, culminating in the March on Washington, all of which made Civil Rights a realistic and practical item in the political agenda. The alliance he made with the media to ensure maximum television coverage altered American perceptions and his networking with liberal Democrats was a key factor in making it possible to circumvent the Southern veto in Congress, exercised largely through chairing the key Congressional Committees. Johnson as Congressman and Senator had shown little interest in Civil Rights, being always careful never to be out of line with his constituents and it could be argued that it was King's dramatic successes which handed LBJ the key to unlock the door to effectively delivering the crucial items of Civil Rights legislation. High quality answers (21–25) will be consistently analytical, well argued and with high quality supporting material relevantly deployed. Good answers (18–20) 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 (11–13) will be largely descriptive or narrative and accuracy may vary.

Page 5	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9697	05

6 How accurate is it to describe the 1920s as the decade of conformity, intolerance and conservatism?

From 1918 onwards there was a sharp reaction against Wilson's policy of internationalism and progressivism as displayed by the Senate's rejection of the Versailles Treaty and the League of Nations. Throughout the decade the Republicans dominated every sphere of State and Federal government except for some large cities. Yet in some ways the 1920s were a progressive period.

There were technical advances in automobiles, aeroplanes, electrical appliances and a long (though uneven) economic boom. Hollywood movies created a whole new culture and there was the jazz age, the Charleston, a new wave of writers and a degree of female emancipation. Hoover's claim in 1929 that America was in sight of abolishing poverty was taken seriously as a realistic objective. On the other hand there was a dramatic rise in bitter intolerance towards all forms of Socialism, Black Americans, Catholics, foreign immigrants. The Ku Klux Klan was revived and had a dramatic and spectacular growth. Prohibition was in force, censorship reached its peak in the famous Scopes 'Monkey' trial on the banning of the teaching of evolution in schools. There was a huge increase in lynchings, unchecked by the forces of law and order and largely ignored by Federal politicians and the mass media. High quality answers (21–25) will be consistently analytical, well argued and with high quality supporting material relevantly deployed. Good answers (18–20) 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 (11–13) will be largely descriptive or narrative and accuracy may vary.

7 'President Roosevelt's war policies from 1940 to 1945 were a mixture of the ruthless pursuit of US national interests and high-minded idealism.' To what extent is this a fair judgement?

June 1940 saw the fall of France, the evacuation of the British Army from Dunkirk and later the Battle of Britain. In September 1940 FDR broke all rules of neutrality by transferring to Britain 50 naval destroyers in return for 99 year leases on West Indies bases. In March 1941 Congress passed Lend Lease which gave in effect unlimited credit to Britain to purchase arms and materials. Not until Pearl Harbour did Americans fully enter the war and only then because Germany and Italy declared war on the US. It can be argued that everything FDR did was in pursuance of US national interests to avert a German victory with control over the whole of the Eastern Atlantic seaboard. The element of idealism came in with the Atlantic Charter, and FDR's insistence that nothing would be done to shore up the British and French colonial empires. It could be argued that the US intended simply to replace British and French dominance in the Middle East with its huge oil reserves, with its own dominance. Also there was his vision of a United Nations as a force to ensure future world peace. His defenders have always argued this was the reason for his conciliation of Stalin at the Yalta Conference. High quality answers (21–25) will be consistently analytical, well argued and with high quality supporting material relevantly deployed. Good answers (18–20) 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 (11–13) will be largely descriptive or narrative and accuracy may vary.

Page 6	Mark Scheme	Syllabus	Paper
	GCE A/AS LEVEL – October/November 2007	9697	05

8 How much did US society change between 1945 and 1968?

The main factors would be as follows:

- 1 A great increase in population from 130 to 200 million caused by higher birth rate and lower death rate. Post war baby boom.
- 2 A large increase in Hispanics from Puerto Rica and Mexico and a shift from North East to South and West, with flight in 1960s from cities to suburbs.
- 3 Economic expansion – in 1955 US with 6% of world's population produced 50% of its goods.
- 4 GNP increased from \$213 billion to \$775 billion. In 1956 service employees (white collar) exceeded industrial (blue collar). Decline in farming and mining population.
- 5 The rise of the "Organisation Man" with bureaucrats replacing charismatic leaders.
- 6 The majority of women in the work force, increase in divorce.
- 7 General increase in church going – particularly Catholics.
- 8 Large increase in graduate population – college/university education becoming the norm.
- 9 High quality answers (21–25) will be consistently analytical, well argued and with high quality supporting material relevantly deployed. Good answers (18–20) 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 (11–13) will be largely descriptive or narrative and accuracy may vary.