

CONFIDENTIAL

AS/A LEVEL HISTORY

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Q1 Source-based Question – The Slavery Question in the USA 1858-61

Level 1: Writes about the hypothesis, no use of sources

These answers write about slavery 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. [1-5]

Level 2: Uses information taken from the sources to challenge OR support the hypothesis

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

For example, in Source A Lincoln says that America cannot survive half slave and half free, it must be one or the other. Or, alternatively, in Source C Lincoln says that slavery is in no danger and that his administration will not interfere with the slave owners' rights. [6-8]

Level 3: Uses information taken from sources to challenge and support the hypothesis

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

For example, there is evidence for and against the claim that slavery was the cause of the war. Source B focuses solely on the devastating effect on the South of an anti-slave administration. On the other hand Source B argues that slavery was only one of a number of factors. [9-13]

Level 4: By interpreting/evaluating sources in context, 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, Source B has to be judged in the context of a bitter election campaign for the Senate by Lincoln, however his more soothing words in Source C are in the context of a private letter to an influential politician in a key state (Georgia) whose loyalties were wavering. Source C is from a newspaper article in the most vehemently secessionist state in the Union (South Carolina) at the height of the Presidential election campaign. [14-16]

Level 5: By interpreting and evaluating sources in context, finds evidence to challenge and support the hypothesis

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).

For example Level 4 plus more developed answers show from all sources evidence **both** to confirm and disconfirm when taken in context e.g. in addition to Level 6, Source D was written sufficiently close to the events that people had to feel the great sacrifices involved in the Civil War were justified by some great ethical principle, i.e. abolishing slavery, while Source E is sufficiently remote in time to permit a more lofty and detached perspective. [17-21]

Level 6: As Level 5 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

For (a) the argument must be that the evidence for challenging or supporting the claim is more justified. This must involve a comparative judgement i.e. not just why some evidence is better, but why some 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). [22-25]

Q2 Assess the main factors involved in taming the 'wild west' between 1865 and 1896

Responses should discuss the mining boom, the opening up of vast regions to cattlemen, the systematic destruction of the way of life of the Plain Indians and not least, the giant developments in communications which opened up this vast region. Whitman regarded the West as 'the real, genuine America' and after 1865 vast attention was devoted to the heroic task of uniting the Pacific and Atlantic Coasts into one continuous settlement; telegraphic transcontinental communication was established in October 1861, and following exceptional credits and land grants from Congress a transcontinental railroad was established in 1865 when the Union Pacific and the Central Pacific Lines met in Utah. The pace of development was such that by 1893 no less than four additional transcontinental routes were established. In

Q6 How far were the 1920s a period of prosperity and optimism?

Prosperity yes, but optimism maybe is probably the most obvious response. There was a long business boom, which impacted on incomes and jobs. This was driven by a number of new industries and, in particular, the automobile revolution as shown in mass car production at Detroit. However the general prosperity was uneven, agriculture lay outside it and the old textile industries and mining were permanently depressed.

Optimism was present as regards business expectations; there was the feeling that this was America's century, and as late as October 1928 Hoover was asserting that poverty was in the process of being finally conquered. However in other ways it was a backward looking and inward looking era; hostility to migrants, radicalism, new ideas with Red Scares, The Ku Klux Klan and the furore over the Scopes Monkey Trial. Hundreds of lynchings took place with the authorities unable or unwilling to intervene. All these were symptoms of anger at challenges to the existing order and what was imagined to be the traditional American way of life.

increase in Islam was to come later. It could be argued that American Christianity was a materialistic creed, and that it served to confer divine sanction on the American way of life. High quality answers will be consistently analytical, well structured with good quality material. Good answers will be mostly analytical with sound material, with however, some blank areas. Basic answers will be largely descriptive, and mostly relevant with uneven treatment and gaps in knowledge.