

MARK SCHEME for the May/June 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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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GENERIC MARK BANDS FOR ESSAY QUESTIONS

Examiners will assess which Level of Response best reflects most of the answer. An answer will be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark 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 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 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.
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 that do not begin to make significant points. The answers may be largely fragmentary and incoherent.

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Section A

Source-based Question: Levels of Response

- 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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Section A

- 1 'Pro-slavery Democrats were responsible for causing the conflict over the Territory of Kansas in the 1850s.' How far do Sources A–D support this assertion?

	SOURCE & CONTENT	ANALYSIS: [L2–3]	CROSS-REFERENCE	CONTEXT AND/OR PROVENANCE	EVALUATION: [L4–5]
A	An 1856 cartoon showing leading Democrats forcing slavery down the throat of a Free Soiler on the Democratic election platform of Kansas.	A Free Soiler, against slavery, is being forced by four leading Democrats to accept slavery. The cartoon clearly supports the assertion. Thus Yes .	One of the four Democrats is the author of Source B . Douglas does not blame himself, which could either weaken or strengthen the reliability of A .	Cartoons exaggerate for effect, as is the case here, especially if part of the 1856 election campaign.	Cartoon must be treated with caution as evidence about the causes of conflict over Kansas. Thus No .
B	An 1854 speech by Douglas, Northern Democrat, attacking abolitionists' 'violent crusade' against the Kansas–Nebraska Bill.	Douglas argues that a small number of abolitionists led opposition to the Nebraska bill. Thus No .	Douglas is portrayed by A as imposing slavery, thus weakening B . However, the evidence of a cartoon is less reliable than written sources.	Douglas, the leading Northern Democrat, wants a compromise. Thus arguments likely to be self-serving. Also events in Kansas do not support Douglas.	Evidence is partial and not really supported by developments in Kansas. Thus Yes .
C	Memoir by Southern Democrat blaming Northern groups for causing violence in Kansas in the mid-1850s.	Davis argues that Northern groups have opposed the Nebraska bill, both in words and deeds. Thus No .	Supported by B , obviously, and, surprisingly, even by D , a Northern source, as it mentions the Sharpe rifles. Undermined by A and E .	Davis later leader of the Confederacy. Interpretation of Northern opposition to the Kansas–Nebraska bill very tendentious.	C unreliable because of its author and date of memoir and attitude to end of 1820 compromise. Thus Yes .
D	Extract from the biography of a leading abolitionist explaining the tactics developed to deal with Border Ruffians in Kansas in mid-1850s.	The source clearly shows that the Northern tactics in Kansas were in response to the border ruffians' violent actions in Kansas. Thus Yes .	Supported by E but not by B or C , as might be expected. Source A goes further than D , which does not blame Southern leaders for the unrest.	No clear evidence here of the tendency for biographers to favour their subject.	Context and other sources suggest extract is factual and accurate. Thus Yes .

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E	Extract from famous speech by a leading abolitionist which blames the troubles in Kansas on Southern groups.	Sumner argues that the South were definitely responsible for provoking events in Kansas. Thus Yes .	Supported by A , but not by B and C and even D .	The speech provoked a beating of Sumner by Preston Brooks in Congress in defence of his uncle, whom Sumner had abused.	Sumner too partial a source, as shown by title of speech and reaction of Preston Brooks. Thus No .
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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 pro-slavery Democrats caused the conflict over Kansas in the 1850s, the evidence for the assertion is stronger. The sources which initially challenge the argument, Sources B and C are shown on evaluation to be unreliable, if only because they were written by leading Democrats at the time, who were bound to blame the North in its several guises. The sources supporting the assertion, though sometimes equally partisan, are on balance more convincing.

Or (b): The evaluated evidence shows that a wide range of groups had some responsibility for causing the conflict over Kansas in the 1850s. The sources, however, rarely refer to Democrats as such. When it comes to pro-slavery groups, the talk is more of border ruffians and the like. Thus a more valid assertion might be 'pro-slavery organisations were only partly responsible for causing the conflict over the Territory of Kansas in the 1850s'.

NB The above summaries indicate possible approaches to analysing and evaluating the sources. Other approaches are valid, if supported by accurate knowledge and sound understanding, as well as by the skills of source evaluation.

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Section B

2 Assess the relative significance of the factors which caused the destruction of the way of life of the Plains Indians in the second half of the nineteenth century.

The Plains Indians traditionally lived a tribal, nomadic or semi-nomadic way of life between the Mississippi and the Rockies. It was based on hunting the buffalo [mainly] and farming. By 1900 that way of life had gone. Key causes include:

- **The destruction of the buffalo (aka bison) herds**
Using guns and even artillery in the 1870s and 1880s, Americans (both civilian and military) reduced the number of buffalo from many millions to a few thousand. Doing so undermined the foundations of the Indian way of life. This slaughter was encouraged by US politicians and soldiers in order to make the Indians give up their way of life and live a more settled life in reservations.
- **The superiority of American military power**
In the large number of brief wars fought between US forces and Indian tribes, the USA had the advantage of discipline, training and more advanced weaponry.
- **American cultural values**
White Americans saw Indians as savages who needed civilising, which meant ending their way of life. Putting them in reservations would help the civilising process. Thus the Dawes Act [aka Dawes-Severalty Act] 1887, the Indian equivalent of the 1862 Homestead Act, was passed, encouraging Indians to take up individual ownership of land.
- **American economic needs**
The need to feed the industrial working classes in the North meant the need for open ranch farms on the Plains. Also the new railway companies which provided essential transport links required a controlled environment, one where the buffaloes did not roam free.
- **The Indian way of life**
The number of tribes and their nomadic existence made it very difficult for Indians to unite to oppose the several threats to their way of life.

3 How far did Reconstruction advance the position of ex-slaves?

Key developments **helping to advance** the position of ex-slaves include:

- **Three constitutional amendments**
 - **Thirteenth [1865];** Abolishing slavery throughout the USA.
 - **Fourteenth [1868];** Multifaceted amendment: main feature was giving citizenship to ex-slaves. It made the 1866 Civil Rights Act, passed to ban Black Codes, part of the constitution.
 - **Fifteenth [1870];** This gave all citizens, including ex-slaves, the right to vote.
- **Reconstruction Acts 1867**
These imposed military rule on all Southern states bar Tennessee, the aim being to uphold the civil rights of ex-slaves until the states decided to do so. Military rule allowed freedmen to vote and hold office.
- **Freedmen's Bureau 1865–72**
The Bureau provided material help to some ex-slaves including education.
- **Civil Rights Act 1875**
This gave all citizens equal access to public services.
- **Political alliances of freedmen, carpetbaggers and scalawags**
In ten Southern states [but not Virginia], these alliances provided biracial government.

Factors which **hindered** the help provided to ex-slaves include:

- **Black Codes 1865–6**
State laws which limited the political rights of the ex-slaves.

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- **White Supremacist groups**
These included the Ku Klux Klan (though federal Enforcement Acts 1870–71) and the League and Red Shirts in the 1870s, using intimidation and terror.
- **The rise of the Redeemers**
These were white Southern Democrats who gradually won state elections in the 1870s, often because linked with White Supremacist tactics.
- **The Compromise of 1877**
The Republicans and Democrats did a deal: the Republicans kept the Presidency if they withdrew federal troops from remaining three Southern states – Florida, Louisiana and South Carolina.
- **The failure to provide economic freedom alongside political freedom**
The slave owners kept their land. The ex-slaves became sharecroppers, subservient to the landowners, often their ex-slave owners.

Thus Reconstruction consisted of a balance of forces, legal, political and economic. The ex-slaves made some initial gains as the North was dominant but eventually lost out as Northern Republicans left white Democrats to govern the South.

4 How important were trade unions to the development of the US economy in the late nineteenth and early twentieth centuries?

As the USA industrialised, many workers tried hard to organise the working classes into Trade Unions – known in the USA as Labor Unions. The labour history of the period is built around a various efforts to organise labour and influence the workings of the US economy. Key examples include:

- **National Labor Union 1866–72**
This was an early attempt to bring together different workers' groups to achieve an eight hour day among other reforms. Fell apart because of the economic recession of 1873 and transcontinental rail links were incomplete.
- **Knights of Labor 1869–87**
This was the first attempt to form an industrial union, open to all workers, organised by territory and not by trade. At its peak it had some 800,000 members. Collapsed suddenly.
- **American Federation of Labor 1886+**
This was a grouping of craft unions which broke with the Knights of Labor. It focused on working conditions only, taking little part in politics. In 1900 it set up the National Civic Federation in partnership with employers to help improve industrial relations.
- **American Railroad Union 1893–1900**
This was another attempt to form an industrial union. Led by Eugene Debs, it undertook one successful strike in 1892 and one unsuccessful in 1894. The latter was crushed by US federal troops.
- **Industrial Workers of the World [aka the Wobblies] 1905+**
This was a third attempt to form a broad-based industrial union, if with much more of a political and ideological focus.

The importance of the unions to US economic development was limited. Not only did it divide over membership and strategies but:

- **Most workers did not join unions**
In 1900, some 3% of US workers belonged to unions, by 1910 around 6%.
- **Political culture and ideology**
Working class collectivism did not fit easily with US individualism and liberty.
- **Mass immigration**
The arrival of millions of unskilled workers from Europe and Asia undermined attempts to achieve working class demands.

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5 Compare and contrast the impact of the First and Second World Wars on African Americans.

Note that for the USA WW2

- lasted more than twice as long as WWI
- was a global war – Asia and Europe – rather than a regional one
- was against fascism/racism, whereas WW1 was for democracy.

The impact of the wars was experienced afterwards as well as at the time.

• During the wars

○ First World War

Around 400,000 African Americans served, 90% in labour units. The two combat divisions were led by white officers and did not fight alongside white divisions. African American troops were given a warm welcome by the French, e.g. new jazz music. On the home front, the NAACP used the courts to overturn some Jim Crow laws. There seem to have been few demonstrations and protests by African American groups.

○ Second World War

Some 900,000 African Americans served in the armed forces, still in segregated units, e.g. Tuskegee airmen, Battle of the Bulge, 1944. However, Ike faced a shortage of troops and called for African American soldiers to fight alongside white troops. On the home front, there were more protests by African Americans about their treatment:

▪ March on Washington movement 1940

Led by A Philip Randolph, this campaign caused FDR to issue Executive Order 8802 in June 1941 creating the Fair Employment Practices Commission for the defence industries [but not armed forces].

▪ Double V campaign 1942+

This campaign for a double victory, against fascism and Jim Crow Laws, gained widespread publicity and support.

By the 1940s, most blacks lived in [Northern] cities, were better educated and less willing to accept segregation while labour shortages in the war industries meant black workers were needed.

• After the war

○ First World War

As troops were demobilised, race riots broke out in the Red Summer of 1919, when whites attacked blacks. The government did little to protect the blacks. The Harlem Renaissance of the 1920s can be attributed in part to black wartime experiences.

○ Second World War

Race riots had occurred during the war but do not seem to have happened after. Black soldiers benefited from the GI Bill of Rights 1944 for demobilised soldiers. In 1948, President Truman issued Executive Order 981 which integrated the armed forces. He did so partly in response to growing black pressure, e.g. A Philip Randolph, and the need for black votes in the presidential election.

6 Evaluate the impact of the Great Depression on the United States during the 1930s.

The Great Depression lasted from 1929 to 1939, though with a slight revival from 1934 to 1937. The impact might be considered under three headings:

• Economy

The greatest impact came in 1929–33 when;

- unemployment rose from c5% to 20% of the workforce
- Gross Domestic Product [GDP] fell by 30%
- prices fell by 20%.

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By 1939, unemployment was 15% and GDP no higher than it had been in 1929. The impact came in the early 1930s, as the following statistics show.

US PRODUCTION FIGURES 1929–39			
	Wheat Production (000 Bushels)	Building Construction (000s)	Car Sales (million)
1929	824,183	10,793	4.45
1934	526,052	3,720	2.16
1939	741,210	8,198	2.89

By 1939 goods which had cost \$100 in 1929 now cost \$81. The 1930s were deflationary times.

- **Society**
The impact of the Great Depression on US society is much harder to specify. Among points which might be covered, consider:
 - **Mass migration**
American belief in 'rugged individualism' and the tradition of moving to other parts of the USA in bad times caused many to move across the USA, the best known being the farmers of Oklahoma, as portrayed in *The Grapes of Wrath*.
 - **Political activism**
Many turned to movements led by individuals such as Huey Long, Father Coughlin and Francis Townsend.
Also the Committee for Industrial Organisation, more usually known as the CIO, was formed in 1935 to represent unskilled workers not covered by the AFL.
 - **Family Life**
Divorce rates and fertility rates fell and suicide rates rose, especially in the early 1930s.
- **Government**
 - **President Hoover 1929–33**
Hoover initially saw the depression as a necessary corrective to the excesses of the 1920s. Thus limited action in the early years of his presidency, resulting in Hoovervilles and action against the Bonus Marchers. More interventionist, however, in 1932.
 - **President Roosevelt**
This is where the New Deal could be explained and analysed but focus on the question should be maintained.

7 How isolated was the USA from international affairs in the period 1919 to 1941?

Better answers should give equal coverage to both the 1920s and the 1930s.

- **1920s**
 - **Refusal to join the League of Nations**
The main example of US isolationism.
 - **Washington Naval Treaties 1921–22**
A clear example of US involvement, the three treaties attempted to prevent a naval arms race as had occurred before 1914.
 - **Dawes Plan 1924 and Young Plan 1929**
These were attempts to resolve the complex problem of reparations and inter-allied war debts.

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- **Kellogg-Briand Pact 1928**
This agreement to renounce the use of force to resolve international conflicts was evidence of America's continuing – and idealistic – desire to bring about world peace.
- **Reluctance to allow free movement of goods and peoples**
Via several protectionist treaties and the 1924 Immigration Act.
- **1930s**
 - **Good Neighbor policy in Latin America**
USA to rely more on diplomacy than military intervention.
 - **FDR hostility towards London Economic Conference 1933**
FDR rebuffed all attempts by Britain and France to develop international cooperation over exchange rates.
 - **USA recognition of USSR 1933**
FDR looked to Soviet assistance against Japan in the Far East.
 - **Neutrality Laws 1935–7**
Congress passed and FDR accepted a series of laws which limited the USA's practical involvement in the worsening crises in Europe and the Far East.
 - **Lend-Lease 1941**
After two years of European war and Nazi expansionism, FDR committed the USA to provide assistance to the UK. Then at the end of 1941 came Pearl Harbor.

8 'There was no real revolution in lifestyles during the 1960s.' How far do you agree?

The so-called revolution of the 1960s was essentially social and cultural. It is often summarised by the label of 'sex, drugs and rock 'n' roll'. Taking each in turn:

- **Sex**
The revolution was one of greater sexual freedom, especially among the young, as moral codes became weaker and the oral contraceptive became readily available. If sex includes feminism, then the 1960s did see a big change in the attitude of women, best illustrated by Betty Friedan's *Feminine Mystique*, published in 1963, and the formation of the National Organisation of Women, set up in 1966. However, sexual freedom was essentially among heterosexuals, as shown by the Stonewall riots of 1969 and the formation of the Gay Liberation Front.
- **Drugs**
Drug use in the 1960s focused mainly on soft drugs such as marijuana and new chemical drugs such as LSD. There were attempts to legalise their use but they never got far.
- **Rock 'n' Roll**
This began in the UK in 1962–3 and spread to the USA with the British invasion of rock/pop groups a few years later. By 1969 open-air concerts such as Woodstock were increasingly common.

In addition, the status of ethnic minorities was a major issue in the 1960s, if not in terms of their lifestyles, which the dictionary defines as a group's way of living. The main groups to be considered here are the young and women. For higher marks, the counter argument needs to be explained: the 'silent majority' experienced no revolution in lifestyle.