

**MARK SCHEME for the May/June 2010 question paper  
for the guidance of teachers**

**9697 HISTORY**

**9697/51**

Paper 51, 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.

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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 not be required to demonstrate all of the descriptions 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 the higher mark if the answer clearly deserves the 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 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. 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.

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## SECTION A: SOUTHERN REACTIONS TO THE ELECTION OF ABRAHAM LINCOLN

- 1 Source-based question: 'Lincoln's election meant that armed conflict between North and South became unavoidable.' Using Sources A–E, discuss how far the evidence supports this assertion.**

**NB To attain Levels 4–6 candidates must evaluate the sources in their historical context.**

- L1 WRITES ABOUT THE HYPOTHESIS, NO VALID USE OF SOURCES [1–5]  
 These answers will write about the different Southern reactions to Lincoln's election. 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.

For example Sources could be used to challenge the hypothesis;

*Source A refers to Lincoln's election as 'the subjugation of the South and the complete ruin of its institutions.*

Sources could be used to support the hypothesis, for example;

*In Source B Stephens says 'I am not without hope that our rights may be maintained and our wrongs redressed in the Union.'*

- 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 disconfirm it. However, sources are still used only at face value.

*For example both points, or similar ones to those used in the Level 2 example could be used so as to put the case for and against the hypothesis. The Sources will still be used 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.

*Against the hypothesis: Source D is for secession but is only one county in a large state and nearly decided to defer action. Georgia also carried a secession majority only majority.*

*For the hypothesis: Senator Crittenden for Kentucky, a slave state but a border one, therefore has strong reasons not to be the battlefield in any conflict. Source E has the benefit of hindsight and knowing all the relevant facts. This gives weight to the suggestion there was a possibility of compromise if Lincoln had not been adamant on uneven national extension of slavery.*

- 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).

*For example all points made for Level 4 answers or similar, relevant ones. It is essential that both alternative views are on interpreting/evaluating the evidence.*

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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 B – Essay Questions: indicative marking scheme

**2 Explain why, and with what consequences, America's belief in Manifest Destiny proved so strong in the 1840s and 1850s.**

Candidates may quote O'Sullivan's summation of the doctrine of territorial expansion in the catch phrase 'Manifest Destiny' made in a New York newspaper editorial in 1845. However the belief that in some sense Providence intended America to control the entire North American land mass dated back to Jefferson, at least. The rights of others, such as Native Americans and Mexicans, were ignored or regarded as subordinate to American ideals of democracy. Three factors caused the issue to surface with such force in the 1840s: first, the expansion of railroads which opened up the interior for development, secondly the admission of Texas to the Union in December 1845 as a slave state when Mexico still regarded Texas as part of its national territory, and thirdly, the dispute over the vast Oregon territory. Lastly, there was the election of James K Polk as President in 1844 on a platform of aggressive expansionism towards the Texas and Oregon issues, at one point war with both the newly independent Mexican state and Britain seemed possible. Though the Oregon issue seemed likely to lead to conflict, it was settled by agreement between Britain and the US with the 49th parallel as the agreed boundary.

The consequences of these factors are well known and will no doubt be described in some detail. Candidates need to discuss both causes and consequences to attain Band 3 and above, though the weighting will probably be on the consequences. War with Mexico was provoked over the highly dubious claim that the Rio Grande was the Texan boundary. This led to the speedy conquest of Mexico and, in the Treaty of Guadeloupe Hidalgo, the annexation of half of its territory including California with its magnificent harbours of San Francisco and San Diego. This made the United States a transcontinental power from the Atlantic to the Pacific. Subsequent events were the revival, in a more violent and virulent form, of the sectional conflict over the issue of slavery expansion. Candidates will have to choose where to stop, but some may well go on to the Wilmot Proviso, the Compromise of 1850 which lasted only a few years, the Kansas-Nebraska Act, and ultimately the cessation of 11 slave states from the Union.

**3 'I claim not to have controlled events but confess plainly that events have controlled me.' Do you agree with Lincoln's assessment of his Presidency?**

Candidates should address straightaway what Lincoln meant by this self-deprecating remark. Many of the key events of his Presidency were largely beyond his control; for example the decision of the Deep South states to secede from the Union, the attack on Fort Sumter, the successes of the Confederate army early in the war, and later the intransigence and persistence of Lee's defensive tactics. However, Lincoln did far more than react to events and many key decisions were taken on his own initiative with opposition from colleagues. The decision to regard the Confederate attack on Fort Sumter as a declaration of armed rebellion which would have to be crushed by military force is an early example. Later on, the Emancipation Proclamation was a master stroke. It shifted the moral high ground firmly away from the South's argument of the right of self-determination. It became clear that a Union victory meant the freeing of all slaves. Lincoln also showed great skill in handling difficult colleagues, some of whom regarded themselves as having a better claim to high office than him. He also showed great ruthlessness in effectively suspending the Bill of Rights and subordinating everything to the fight to preserve the Union. Even when war weariness was present, as in mid 1864, he preserved an iron determination to refuse to compromise with the Confederacy on any terms. His generous Reconstruction plan, though thwarted by his assassination, was another example of an initiative not dictated by outside forces.

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**4 Assess the part played by technical inventions and innovations in the development of the US economy, 1865–1914.**

The distinction between inventions and innovations may be made, but candidates who treat them as synonyms should not be penalised. The key concept of the question is an assessment being required, not just a 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 in this period 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, barbed wire, refrigeration and not least Henry Ford's system of assembly line production of Model T automobiles. The overall effect was to transform transport, communications and mass production in industry and agriculture. Other factors need to be stressed; starting in 1865 five railroad routes eventually traversed the whole American land mass opening it up for settlement. Immigration was 14 million from 1865 to 1914 providing cheap, highly motivated labour. The principles of free enterprise, laissez-faire and opportunities for all, were applied more thoroughly in the US than elsewhere. The legal, judicial and political systems both encouraged business and defended it when attacked by labour unions. Finally, the open US society and a massive expansion of higher education led to 440,000 patents being issued between 1860 and 1900.

**5 Why was so little progress made in securing the civil rights of Native Americans in the period 1890–1968?**

A number of reasons could be adduced. First, there were few of them; in 1900 approximately 100,000, hence they lacked political impact. They were dispersed widely over remote areas instead of having heavy concentrations in cities like African-Americans. There were divisions between the different nations. Only in 1924 did they all acquire US citizenship. Their culture and way of life was quite different from the American mainstream and had been deliberately destroyed during the 19th century by the action of State and Federal governments. Many Native Americans did not want to be part of the mainstream way of American life but rather wanted the reinstatement and protection of their traditional customs. They did not produce nationally recognised leaders in the way that African-Americans did. White liberals who were very influential in helping to secure civil rights for African-Americans were much less involved in assisting Native Americans. The result was that by the start of the New Deal most Native Americans still lived in abject poverty. Good answers should note that there were some dramatic improvements in their situation starting with the appointment of John Collier as Commissioner for Indian Affairs. The Indian Reorganisation Act 1934 for the first time recognised the validity of Native American culture with the tribes or nations being recognised as self-governing bodies who could adopt their own legal systems. In fact 73 of the 243 recognised Indian tribes actually opposed the Act including the largest, the Navajo. It needs also to be noted that Native Americans benefited from some New Deal policies particularly the Civilian Conservation Corps and the Public Works Administration. In 1944 the National Council for American Indians was formed and of course the Civil Rights Act and Voting Rights Act benefited them, hence by the end of the period Native Americans were becoming more assertive and gaining in self-confidence.

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**6 'The wasted years.' How fair is this judgement on the three Republican Presidents in the period 1921–33?**

The time period covers the post-war boom and the onset of the Great Depression when the whole American way of life seemed under threat. It should be noted that the three Presidents were markedly different in character with Harding and Coolidge being in the Executive Office by accident rather than by conscious effort and ability. Harding was clearly out of his depth as President and Coolidge was the classic example of a believer in a passive role for the Presidency. Only Hoover could be regarded as a man of great natural ability and ambition. The general indictment against them is failure to see the slump coming and to take any appropriate actions when it did come, failure to take any appropriate actions for civil rights for African Americans and Native Americans and taking no steps to curb the activities of the Klan. None of them had any interest in progressive social reform and to quote Coolidge regarded 'the business of America is business.' The reality is more complex. Warren Harding was no bigoted reactionary and early in his Presidency he freed from prison Eugene Debs, five times Socialist candidate for the Presidency, refused clemency by Wilson two years after the war ended. He continued Wilson's policy of farm credits and regulation of agricultural markets. However he had no clear legislative programme and lacked the ability or drive to urge Congress to pass measures which he believed in. Some of his appointments were good; Andrew Mellon was an outstanding Treasury Secretary, possibly the best since Hamilton. Being given a free hand by the President he succeeded in lowering taxes, raising government revenue and paid off a quarter of the national debt. Coolidge presided over a sustained economic boom, not merely in share prices but with dynamic new industries such as the automobile revolution, the aviation industry, electrical goods, radio and, not least, the Hollywood film industry. Though prosperity was uneven there was a feel good factor present throughout his Presidency which led to a boom in suburban housing. For example the New York City borough of Queens doubled in population in the 1920s. Hoover, who was probably the most admired public figure of the post war period, promised an end to poverty but instead presided over America's worst ever slump. The charges against him of failure to act and lack of compassion are largely unfair. Many New Deal policies were continuations of those initiated by Hoover, but in sharp contrast to FD Roosevelt, Hoover lacked the personal and political skills of being able to communicate with people and to mould public opinion. The above points are intended as a guide to present a balanced appraisal of the quotation in the question. Candidates may present vigorous criticisms of the Republican Presidents, supported by relevant evidence.

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**7 To what extent did the foreign policy of the United States from 1921 to 1940 follow consistent principles?**

It could be said that the only consistent element in the period was the pursuit of defined US national interests though these were sometimes presented as international good will, as with the Washington Agreements which led to agreed naval limitations between US, Britain and Japan, mutual guarantees between Britain, US, France and Japan for each other's Pacific possessions and for all participating nations to respect Chinese integrity and independence. A key point that needs to be stressed is that the sharp reaction against Wilson's policy of internationalism led to a mistrust of the United States' former allies, particularly over the issue of repayment of US war loans. The belief that in some sense that the US had been tricked into war was pervasive and was to lead to serious problems in the late 1930s. However, the US was never narrowly isolationist but was actively involved in world affairs. It can best be described as independent and unattached, it was only in 1938 that FDR started to take serious interest in foreign policy and realised the need to contain, if not to confront, the aggressor states of Germany, Italy and Japan. US diplomats regularly attended League of Nations meetings as observers and sent delegates to over forty League conferences and in 1934 the US joined the International Labour Organisation. While the US never joined the World Court there was always an American jurist on the bench.

The Japanese invasion of Manchuria and the accession to power of Adolf Hitler in Germany both dramatically challenged the foreign policy consensus of the 1920s. US foreign policy in the 1930s has been described as un-heroic; if anything, the US retreated into itself as the Nazi threat grew with the passing of the Neutrality Acts 1935–1937. When war broke out in 1939 FDR proclaimed neutrality but by 1940 it became clear that the US was prepared to help Britain and France by all means short of war, most notably by the leasing of 50 American World War 1 destroyers to Britain by an Executive Order which enabled him to bypass Congress, still strongly opposed to any kind of involvement in the European war.

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**8 Account for the profound changes in the composition and location of the US population in the period from 1945 to 1968.**

Both the size and composition of the US population changed dramatically in this period. The population rose by 75 million from 1940 to 1970. Following the baby boom from 1945 to 1950 the birth rate declined but there was a considerable increase in immigration, both legal and illegal. Though the national origins system for migration remained in place until 1965 it came under increasing attack and there were numerous exceptions to it. Under the War Brides Act some 150,000 foreign wives and fiancées of US servicemen and 25,000 children were admitted. Following the massive refugee problem arising from the war large numbers were admitted under the Displaced Persons Act of 1948 and later on the War relief Act admitted escapees from Communist controlled Eastern Europe. Nearer home there was a large influx of agricultural labourers from Mexico under an agreement between the US and Mexican governments, but these were greatly outnumbered by the so called 'wet backs' who entered illegally. The 1965 Migration and Nationality Act abolished the nationality quota system in favour of preference given to skilled occupations. It did not take effect until 1968 but was to profoundly alter the ethnic balance of the United States. Finally, following Castro's victory in Cuba there was a constant stream of refugees escaping to Florida. The overall result was to set in train what proved to be a long term decline in the WASP element in the United States population. It should be noted that the long term decline in the Native American population was halted with medical care and social provision.

As regards location there was considerably greater mobility owing to almost universal car ownership, air travel, the decline of the rust belt and mining industries in the East with new defense related industries in the South and West. It was estimated that one American in four was not born in the state where they lived. California overtook New York as the largest populated state in 1965 and it was estimated that one Californian in two was born outside the state. African-Americans went North in large numbers, while a steady stream of Northern whites went to live in the South and South-West. Texas was to double its population over a thirty year period. There was a faster rate of population growth in sparsely populated Western states, such as New Mexico, Arizona and also Alaska. Lastly, there was a steady and continuing movement of the middle classes from the cities to the suburbs in all major cities; by 1960 more people lived in the suburbs than in the inner cities. The long term decline of the farming population continued.