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MARK SCHEME for the October/November 2015 series

0409 AMERICAN HISTORY (US)

0409/01

Paper 1 (The Making of a Nation), maximum raw mark 60

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1 (a) Describe the introduction of the Bill of Rights.

Level 1: General response [1–2]

e.g. 'The Bill of Rights is the name given to the first ten amendments to the Constitution.'

Level 2: Describes events [3–5]

e.g. 'The original Constitution of the United States included very few guarantees of individual rights. The anti-Federalists, who opposed the Constitution, were worried that it would not protect individual citizens. As a result the Federalists agreed to include a series of measures which would protect the rights of individual citizens. In September 1789 Congress proposed 12 amendments to the Constitution. Ten of the amendments were eventually ratified by the states in 1791. These ten amendments became known as the Bill of Rights.'

(b) Explain why relations between the colonists and British deteriorated up to 1776.

Level 1: General response [1]

e.g. 'The colonists grew tired of being treated badly by the British and decided to revolt against them.'

Level 2: Identifies why [2–4]

e.g. 'The British government was left with a large deficit after victory in the French and Indian war in 1763. The Stamp Act was passed in 1765 which required American colonists to pay taxation on written and printed documents.'

'In December 1773 protestors destroyed £10 000 worth of tea at the Boston Tea Party which was in response to a tax on tea being levied.'

Level 3: Explains why [5–7]

e.g. 'In December 1773 protestors destroyed £10 000 worth of tea at the Boston Tea Party which was in response to a tax on tea being levied. This made relations between the colonists and the British government even worse as the Intolerable Acts were passed in response to it. These laws, which were designed to restrict the colonists, included outlawing town meetings and closing Boston Harbour. The restrictions on the freedoms of the colonists which followed led directly to the First Continental Congress which met in Philadelphia in 1774. At the Congress 12 out of the 13 colonies met and called for a boycott of British goods, which in turn meant that relations deteriorated.'

(c) 'The move towards democracy before 1850 was limited.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'The move towards democracy before 1850 was limited as not all Americans had a say in how they were governed.'

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Level 2: Identifies reasons/issues

[2–3]

e.g. 'Certain groups such as African Americans and Native American Indians had no or at best limited voting rights.'

'The Spoils System introduced by Andrew Jackson was undemocratic as it meant that key government jobs were dominated by Jacksonian Democrats.'

'All white males had gained the right to vote by the 1830s. This was a significant achievement. Also, in the early Republic, women in New Jersey could vote.'

Level 3: Explains agreement OR disagreement

[4–5]

e.g. 'The establishment of the constitution and, in particular, the Bill of Rights of 1791 was a clear indication that America had become a truly democratic nation. Of particular importance, as stated by Washington, was 'the right of the people to make and alter the Constitutions of Government. In addition the structure of government as laid down in the Constitution was a clear sign that America would be based on democratic principles.'

'However, many groups were ignored or poorly served by American democracy before 1850. The fact that women did not have the vote before 1850 suggests that the move towards democracy was limited. In 1848 Lucretia Mott and Elizabeth Cady Stanton set up the first women's rights convention at Seneca Falls, New York. However, their movement had limited support as there still seemed to be a belief that the role of women was to create a secure home environment for their husbands and family.'

Level 4: Explains agreement AND disagreement

[6–7]

Level 5: Explains with evaluative judgement of 'How far...?'

[8]

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2 (a) What additional powers did the U.S. government adopt during the Second World War?

Level 1: General response [1–2]

e.g. 'The U.S. government had the power to control the supply of things that the population needed.'

Level 2: Describes events [3–5]

e.g. 'The armed forces were mobilized. In September 1940 Congress agreed to a peacetime draft, the first in the history of the U.S.'

'In January 1942 a War Production Board was established. This was a government body that had the power to instruct and guide peacetime industries to change over to the production of goods for the war effort.'

'The Office of War Mobilization, headed by James F. Byrnes, was set up to co-ordinate the production and distribution of resources. Byrnes had so much authority to warrant him being called the 'assistant president'.

'In April 1941 the Office of Price Administration was set up to control inflation. Limits were placed on the prices of essential goods and rent controls were put in place.'

(b) Explain why Kennedy introduced his New Frontier.

Level 1: General response [1]

e.g. 'Kennedy introduced his New Frontier as he was concerned about the general well-being of the people.'

Level 2: Identifies why [2–4]

e.g. 'In Spring 1962, the U.S. Steel Company announced that it was going to increase the price of steel by \$6 a ton. Kennedy said that this was not in the interests of the general public.'

'A book published in 1962 by Michael Harrington showed that about twenty per cent of the population of the U.S. lived below the poverty line. This shocked Kennedy.'

Level 3: Explains why [5–7]

e.g. 'Kennedy's idea of a New Frontier revolved around the idea of placing patriotism before self-interests. He claimed that when he became president the U.S. was on the verge of becoming even wealthier and more powerful. However, he believed that increased wealth should be shared out more fairly. That was why his New Frontier consisted of measures such as increases in the minimum wage, urban regeneration, and the Equal Pay Act which were designed to tackle the problems in society he identified.'

'Kennedy also enhanced the U.S. space programme as part of his New Frontier policy. This was partly to strengthen the image of being a technologically advanced nation but also to keep up with the U.S.S.R. The funding for NASA was increased and, as a result, in 1962 astronaut John Glenn completed three orbits of the Earth. Kennedy claimed that the space race was about "new knowledge to be gained and new rights to be won".'

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- (c) 'The power of the presidency has been eroded since 1969.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'Some presidents did not see their power eroded as they skilfully managed to retain the confidence of the public.'

Level 2: Identifies reasons/issues [2–3]

e.g. 'President Reagan was very skilful in maintaining power as he implemented policies that were very popular with the American people. For example, he cut taxes by 10 per cent in 1982 and 1983.'

'Some presidents were not very skilful. Nixon got involved in the Watergate scandal and was forced to resign.'

Level 3: Explains agreement OR disagreement [4–5]

e.g. 'Jimmy Carter only managed to serve one term as president. He achieved some success with his foreign policy in the Middle East but he failed to deal with economic problems. Early in 1980, inflation rose once more and unemployment remained at over 7 per cent. Public opinion polls suggested that only around 20 per cent of the population had confidence in him to lead the country; this had a direct impact on his ability to exercise power as President. Carter lost the 1980 election to Reagan by a landslide margin.'

'President Clinton showed the same level of consistency in maintaining power as President Reagan. In the budget crisis of 1995, Clinton was skilful in portraying the Republican Congress as mean and, it appeared to the public that the opposition party was responsible for the shut-down of government. Clinton's controversial welfare reforms of 1996 were also well-handled, even though they adversely affected millions of people receiving Aid to Families with Dependent Children (AFDC). Clinton was associated with a strong economy and subsequently won 49 per cent of votes in the 1996 election.'

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of 'How far..?' [8]

- 3 (a) Describe how the pattern of immigration from Europe changed in the 1800s.

Level 1: General answer [1–2]

e.g. 'During the 1800s people from different parts of the world started to move to the United States. There was a lot of change.'

Level 2: Describes events [3–5]

e.g. 'During the first half of the 19th century most immigrants arrived in the United States from Northern and Western Europe. About a 1/3 of these came from Ireland as a result of the famine there in the 1840s; there were also many people who came from Germany. During the 1850s Asian immigrants began to arrive as the result of the Gold Rush; by the early part of the decade there were already 25 000 Chinese immigrants. Towards the end of the 19th century immigrants from countries in the south and east of Europe began to arrive in America. This included a large number of Jewish migrants fleeing from religious persecution.'

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(b) Explain why the Homestead Act was introduced in 1862.

Level 1: General answer

[1]

e.g. 'The Homestead Act was introduced by President Lincoln so that people could own farms in the West.'

Level 2: Identifies why

[2–4]

e.g. 'President Lincoln agreed to the Homestead Act in 1862. It allowed settlers to obtain 160 acres of land for a small payment of money. Lots of people moved west as a result of the act.'

'To qualify the Homestead Act settlers had to: be the head of a family or be at least 21 years old; be U.S. citizens who had never taken up arms against the U.S. government; build a house on their land of a certain size and promise to live in the house for at least six months per year for at least five years. The act resulted in the creation of over 370 000 farms.'

Level 3: Explains why

[5–7]

e.g. 'The Homestead Act was designed to encourage people to move west and settled the land which had been acquired by Federal government. Settlers could acquire 160 acres of land for a relatively small payment. It was hoped that this in turn would encourage the development of the economy in Western territories by giving people the freedom to make new lives away from established states.'

'The Homestead Act was passed in 1862 whilst there were no southerners in Congress because of the Civil War. Many southerners were worried that creating lots of small-scale farms would prevent the development of plantations which could support slavery. Therefore, one of the most attractive reasons for a northern Congress and President Lincoln to pass the Homestead Act in 1862 was to encourage these small farms to be set up by individuals in the West. This 'free soil' policy would also block the spread of slavery to the West.'

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- (c) 'The main impact of immigration from 1860 to 1900 was on the labour market.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'Immigration impacted on the labour market in a big way as people from other countries came to the U.S. looking for work and were willing to take jobs at low wages.'

Level 2: Identifies reasons/issues [2–3]

e.g. 'In second half of the nineteenth century immigrant workers were in great demand to help complete great canal and railway projects. Irish labourers, for example, built the Illinois Central Railway.'

'In the West Chinese workers were employed in domestic service, farms but also in the mines; many white workers shied away from this type of work.'

'Immigration also impacted on living conditions. Overcrowding in major cities occurred which led to the spread of disease such as typhoid, typhus and cholera.'

'Immigrant groups impacted on social change. The Irish, Germans and Scandinavians built local schools to preserve traditions and language. Migrants in general were integrated into a mass culture.'

Level 3: Explains agreement OR disagreement [4–5]

e.g. 'The 'new immigrants' that arrived in the U.S. from the 1890s onwards had a big impact on the labour market and industrialization. Italians who moved to Pittsburgh to work in the steel mills were willing to work for wages as low as \$12.50 per week. This meant that the general level of wages was forced down for all steel workers in the region.'

'Immigration also had an impact on other areas of life. Whole cities became linked with particular groups of immigrants and developed a new way of life which centred on the culture and customs of the new residents. For example, the Irish dominated Boston, Czechs and Poles flocked to Chicago and Italians took over Brooklyn, New York. The social changes made by these communities were arguably more important the impact on the labour market.'

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of 'How far...?' [8]

- 4 (a) Describe the Bracero Program.

Level 1: General response [1–2]

e.g. 'The Bracero Program meant that Hispanic Americans could come to work in the United States.'

Level 2: Describes events [3–5]

e.g. 'The Bracero Program was a series of agreements between the American and Mexican governments which allowed workers to move from Mexico to the US as temporary workers. The workers were manual labourers who started to arrive as a result of the first agreement in 1942 and continued to arrive to work in manufacturing and agriculture until 1964. Many Mexican workers stayed in the United State as a result of the Program.'

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(b) Explain why the Gentlemen’s Agreement of 1907 was reached.

Level 1: General response **[1]**

e.g. People were worried about the number of Asian immigrants arriving in the United States so the Gentlemen’s Agreement was reached.

Level 2: Identifies why **[2–4]**

e.g. ‘In 1907 the Japanese government agreed to limit the number of visas issued to Japanese people who wanted to go to the U.S. to work. This compromise was known as the Gentlemen’s Agreement.’

‘There was a lot of anti-Japanese nativist feeling in California at the beginning of the 20th century. In 1906 The San Francisco Board of Education decided to segregate all Oriental pupils.’

Level 3: Explains why **[5–7]**

e.g. ‘There was a lot of anti-Japanese nativist feeling in California at the beginning of the 20th century. In 1906 The San Francisco Board of Education decided to segregate all Oriental pupils. This angered the Japanese government and caused a diplomatic crisis between the two countries. The Gentlemen’s Agreement was reached in 1907 to retain good relations between the two countries whilst limiting Japanese immigration.’

‘The Japanese government were in favour of the Gentlemen’s Agreement because they wanted to preserve the image of Japanese people in the United States. They were worried that if they did not restrict the issuing of Visas that the U.S. government would pass a law to restrict Japanese immigration similar to the Chinese Exclusion Act. Therefore the Gentlemen’s Agreement remained informal.’

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- (c) 'The economic status of Hispanic Americans improved in the twentieth century.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'Mexican workers were really poor during the twentieth century even when they moved to the United States.'

Level 2: Identifies reasons/issues [2–3]

e.g. 'In the 1970s Hispanic workers began to form groups to fight for rights. One of these groups was the United Farm Workers Union in Washington State.'
 'At the end of the twentieth century the Hispanic population was very young. In 1992 63% of Hispanic Americans were under 30.'

Level 3: Explains agreement OR disagreement [4–5]

e.g. 'The Bracero Program was important in improving the status of Mexican Americans during the second half of the twentieth century. This was because the Bracero workers were legal immigrants to the United States which meant that they could establish permanent jobs in new food processing plants after the 1940s. This in turn meant that their children received a better education and were able to access better employment opportunities.'

'Many Hispanic Americans were still struggling with their economic status towards the end of the 20th century. Puerto Rican Americans in particular often struggled to gain employment or move out of poorer areas. For example, in the early 1990s 23% of Puerto Ricans lived below the poverty line. This shows that things had not improved economically for many Hispanic Americans.'

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of 'How far...?' [8]

- 5 (a) What was the Missouri Compromise of 1820?

Level 1: General response [1–2]

e.g. 'The Missouri Compromise was meant to stop the North and South fighting about slavery.'

Level 2: Describes events [3–5]

e.g. 'The Missouri Compromise was designed to solve the problem of slavery in the newly expanding Western territories in the early nineteenth century. In 1819 it was proposed that the territory of Missouri should enter the Union as a slave state but this was a concern for Northern politicians who did not want to see slavery growing in the land newly acquired by the United States. The Missouri Compromise agreed that Missouri would enter the Union as a slave state but that Maine would be admitted as a separate free state; this meant that the balance in the Senate was preserved. It was also agreed that slavery would not be allowed in any territories created from the Louisiana Purchase that were north of the 36 degree 30 line.'

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(b) Explain why “King Cotton” dominated the southern economy.

Level 1: General response [1]

e.g. ‘The South grew mainly cotton because it had lots of slaves.’

Level 2: Identifies why [2–4]

e.g. ‘Eli Whitney introduced a cotton gin in 1793. This was a machine that speeded up the time it took to separate cotton seeds from fibres. A water powered gin meant that one worker could clean about a 1000 pounds of cotton per day.’

‘The climate and soil in the Southern states of America were ideal for growing cotton.’ “King Cotton” was a term used by Southerners to support secession; they argued that cotton exports to Europe would mean that Great Britain and France would have to support the South in a Civil War.’

Level 3: Explains why [5–7]

e.g. ‘The favourable climate and Whitney’s cotton gin meant that cotton became the dominant cash crop in the Southern states of America during the early nineteenth century. This meant that plantations began to produce more cotton than other crops such as tobacco. By the beginning of the Civil War, Southern plantations were producing 75% of the world’s cotton supply.’

“King Cotton” was a term used by Southerners to support secession; they argued that cotton exports to Europe would mean that Great Britain and France would have to support the South in a Civil War. This was a result of the Industrial Revolution which meant there was a large demand for cotton to make clothes and other textiles. This gave the Southern plantations and slave owners a lot of economic power around the world.’

(c) ‘The Civil War was due to economic differences between the North and South.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. ‘I disagree because the main cause of the Civil War was the arguments over slavery.’

Level 2: Identifies reasons/issues [2–3]

e.g. ‘The Northern states were much more industrialised than the South. In Northern cities factories were filled by immigrant workers who worked for low wages whereas in the south plantations were worked by slaves.’

‘The issue of Bleeding Kansas caused lots of problems between the North and the South. A minor civil war broke out in the middle of the 1850s over the issues of slavery and popular sovereignty.’

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Level 3: Explains agreement OR disagreement [4–5]

e.g. 'The Northern states were much more industrialised than the South. In Northern cities factories were filled by immigrant workers who worked for low wages whereas in the south plantations were worked by slaves. This meant that two largely different economic systems with different priorities were developing in the same country. Northern businessmen often wanted to compete with European economies whereas Southern slave owners relied on places like Great Britain to export cotton. These economic tensions were the issues which really caused the Civil War.'

'Overall the moral issue of slavery was the problem which really caused the Civil War. There was a growing sense in the North that slavery was immoral and could not be allowed to continue, especially in new states and territories. Publications like Uncle Tom's Cabin in 1852 showed slavery as cruel and it was this that really caused the North and South to go to war.'

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of 'How far...?' [8]

6 (a) Describe the impact of the Great Depression on U.S. society.

Level 1: General answer [1–2]

e.g. 'The Great Depression caused many people to lose their jobs and fall into poverty.'

Level 2: Describes events [3–5]

e.g. 'The Great Depression was characterised by high levels of unemployment. Those with low levels of skill found it very difficult to find work. Unemployed labourers and their families struggled to pay rents and either moved in with relatives or drifted around the country. In 1931 the number of homeless people in New York alone had risen to ca.15000.

'The homeless often resorted to building shanty towns out of scrap material. Such shelters formed what were called Hoovervilles; this was a term used to mock the poor efforts of the president to help the poor.'

(b) Explain why the Second New Deal was introduced.

Level 1: General answer [1]

e.g. 'The Second New Deal was introduced as a result of the public claiming that the Federal Government had not done enough to help them through hard times.'

Level 2: Identifies why [2–4]

e.g. 'New agencies were created to tackle the problem of unemployment. In 1935 the Works Progress Administration was established to provide jobs through public works schemes. Over 8 million people benefitted from this program.'

'People living in rural areas complained that they were unfairly treated when it came to the provision of amenities such as electricity. In 1935 Congress established the Rural Electrification Administration to tackle the problem.'

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Level 3: Explains why **[5–7]**

e.g. 'New labour legislation was passed in response to workers claiming that when the NIRA was found to be unconstitutional their basic rights were no longer protected. In 1935 Congress responded to their demands by passing the National Labour Relations Act (Wagner Act). This allowed for the creation of closed shops, legalized collective bargaining and banned the blacklisting of workers who were union members.'

'Pressure grew from groups of politicians, social investigators and the media for action to be taken to help those in society who were unable to help themselves. This included the elderly, the unemployed and disabled people. Through the Social Security Act of 1935 Congress created a Social Security system. A major part of this system was the provision of old age pensions and survivors benefits.'

- (c) 'The greater availability of credit was the most important change in the U.S. economy from 1919 to 1941.' How far do you agree with this view? Explain your answer.**

Level 1: Unsupported assertion **[1]**

e.g. 'The availability of credit was the most important change in the economy as it meant people had more to spend.'

Level 2: Identifies reasons/issues **[2–3]**

e.g. 'The economy was also boosted by the growth of the electric power industry. From 1919 to 1929 the value of electric goods being produced such as refrigerators and washing machines nearly doubled from \$1 billion to \$2.3 billion.'

'An important change to the economy was the Wall Street Crash of October 1929 and the Great Depression that followed.'

Level 3: Explains agreement OR disagreement **[4–5]**

e.g. 'One of most positive economic changes during this time was the growth of the automobile industry. In the 1920s the number of registered cars in America rose by over 15 million. This can mostly be explained by the development of the assembly line which was pioneered by Henry Ford.'

'The changes to the economy brought by the New Deal were very important in the 1930s but they were not always seen in a positive light. For example, Upton Sinclair thought there was a permanent economic crisis that could only be changed by a complete overhaul of the system. Others, such as the American Liberty League, believed that the New Deal went too far as it promoted unemployment insurance which provided a disincentive to work.'

Level 4: Explains agreement AND disagreement **[6–7]**

Level 5: Explains with evaluative judgement of 'How far...?' **[8]**

- 7 (a) What was the Louisiana Purchase of 1803?**

Level 1: General response **[1–2]**

e.g. 'The Louisiana Purchase involved the U.S. obtaining more land.'

Level 2: Describes events **[3–5]**

e.g. 'In 1803, Jefferson sent James Monroe to Paris to negotiate the purchase of New Orleans from the French. Napoleon offered to sell the port and all of the French claims to land known as Louisiana. Congress agreed to purchase the land for a sum of \$15 million. The purchase increased the size of America considerably but also enlarged the national debt.'

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(b) Explain why the relations between the U.S. and Mexico were difficult before 1853.

Level 1: General response [1]

e.g. 'The U.S. wanted land from Mexico which caused tension.'

Level 2: Identifies why [2–4]

e.g. 'In 1836 Texas had gained independence from Mexico.'

'From 1846 to 1848 there was a war with Mexico. This was closely related to the spread of the idea of 'Manifest Destiny' in the U.S.'

Level 3: Explains why [5–7]

e.g. 'The question of Texas was one reason that the US and Mexico fell out before 1853. Texan independence was never fully accepted by the Mexican leader, Santa Anna. Texans were worried that Mexico would make a strong attempt to regain the territory they thought was rightfully theirs. Thus, in 1845, Congress decided that Texas should become the 28th state of the Union in an attempt to protect its inhabitants from invasion.'

'A war with Mexico was deliberately provoked by President Polk with the hope of gaining California. The war ended with the signing of the Treaty of Guadalupe-Hidalgo in February 1848. For a payment of \$15 million the U.S. gained the whole of California. Mexico lost half of its overall territory which led to persistent tension with the U.S.'

(c) 'The influence of France was the most important factor in defining the borders of the U.S.A. before 1853.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'France was an important factor as it gave land to America.'

Level 2: Identifies reasons/issues [2–3]

e.g. 'The Revolutionary War took away the French threat to the 13 colonies.'

'The U.S. was able to buy Louisiana from France in 1803.'

'In 1819 the U.S. and Spain signed the Transcontinental Treaty or Adams-Onis Treaty. This resulted in Spain handing over Florida to the U.S.'

'Britain was also a factor in the determination of borders. For example, in 1846 the U.S. and Britain signed an agreement to split Oregon Country along the 49th parallel.'

Level 3: Explains agreement OR disagreement [4–5]

e.g. 'The French influence was evident from the 1750s onwards. The French and Indian War started in 1754. It involved the British and their American colonists entering into a conflict with the French and their Native American Indian friends. The war ended in 1763 with the signing of the Treaty of Paris. Britain gained New France east of the Mississippi River (but not New Orleans which was given to Spain). This treaty quite obviously shaped American borders.'

'There were other influences on the shaping of American borders before 1853. The Treaty of Guadalupe Hidalgo signed on February 2, 1848, ended a war with Mexico. The United States agreed to give \$15 million to Mexico in return for New Mexico and California. Mexico also gave up its claims to Texas and confirmed that the Rio Grande should be viewed as the southern border of Texas. This treaty was a huge influence on the formation of borders in the south west.'

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of 'How far...?' [8]

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8 (a) Describe the entry of the U.S.A into the First World War.

Level 1: General response [1–2]

e.g. 'The USA didn't start fighting the First World War until 1917 because they didn't want to get involved.'

Level 2: Describes events [3–5]

e.g. 'The USA entered the First World War in April 1917 after over two and a half years of trying to stay neutral. This neutrality had been challenged by events such as the sinking of the Lusitania in 1915 and other attacks on commercial shipping by the German navy. As a result of this 'hawks' such as Theodore Roosevelt encouraged President Wilson to join the war and led a 'Preparedness' movement which wanted to organise defence and fighting forces. Public support for the war also increased as a result of the publication of the Zimmermann Telegram which was an offer from the Germans to the Mexican government to form an alliance; this would have been a big threat to the United States.'

(b) Explain why the policy of 'Dollar Diplomacy' was adopted in the early twentieth century.

Level 1: General response [1]

e.g. 'Dollar Diplomacy was a way of making America more important in the world.'

Level 2: Identifies why [2–4]

e.g. 'President Taft started the policy of "Dollar Diplomacy", one example of this was in Nicaragua. The American government supported the overthrow of José Santos Zelaya and after a period of instability supported Adolfo Díaz as President in 1911. It then established a collector of customs, and guaranteed loans to the Nicaraguan government.'

'Taft used 'Dollar Diplomacy' to get involved with the railroad system in Manchurian China. In 1912 he offered the Chinese government a large loan in exchange for being allowed to build railroads through the region.'

Level 3: Explains why [5–7]

e.g. 'Taft used "Dollar Diplomacy" to get involved with the railroad system in Manchurian China. In 1912 he offered the Chinese government a large loan in exchange for being allowed to build railroads through the region. Taft and his advisors believed that they could use American money in this way to ensure that the United States had a say in what went on around the world. He was particularly interested in ensuring American influence.'

'"Dollar Diplomacy" was used to ensure the financial stability of a region where the United States had interests, for example in Nicaragua. President Taft and others believed that using money in this way would also increase the political influence on the US in areas such as South America which would be good for domestic trade and help the economy.'

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- (c) 'Economic expansionism was the aim of U.S. foreign policy in the early years of the twentieth century.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'This statement is mostly true as the U.S. had started to try to gain more economic influence throughout the world.'

Level 2: Identifies reasons/issues [2–3]

e.g. 'Woodrow Wilson was critical of policies such a "Dollar Diplomacy" and wanted the US to remain more neutral.'

'The Platt Amendment of 1901 resulted in Cuba agreeing to allow the U.S. to establish military bases on the island and also to intervene in Cuban affairs if necessary.'

Level 3: Explains agreement OR disagreement [4–5]

e.g. 'The Roosevelt Corollary or "Big Stick Diplomacy" of 1904–05 seemed to be an excuse for continuing with the economic expansionist aims of previous years. Roosevelt denied that this was the case but with the Santo Domingo incident the U.S. used the Corollary to control the financial and political affairs of the small Caribbean island. Congress opposed this move as it believed the President had abused his power.'

'The U.S. did not always base foreign policy aims on economic expansionism. During the early years of World War 1 the main aim was for America to remain neutral. President Wilson believed that this was an important stance to take as it would protect American business investments. By 1916 Wilson did agree for the U.S. to prepare to enter the war by expanding the armed forces but it could still be argued that economics were not his main concern.'

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of 'How far...?' [8]