



AMERICAN HISTORY

0409/01

Paper 1 The Making of a Nation 1754–2000

May/June 2016

MARK SCHEME

Maximum Mark: 60

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Section A: Government and the People 1754–2000

- 1 (a) Describe the new political groups that emerged in the U.S.A. in the late nineteenth century.**

Level 1: General answer **[1–2]**

e.g. 'People began to want something new in the late 1800s; there were groups like the Populists.'

Level 2: Describes events **[3–5]**

e.g. 'After the Civil War different political groups began to emerge that wanted to challenge the two party system of the Republicans and Democrats. Many of these groups such as the Farmer's Alliance which was formed in Texas in the 1870s wanted to challenge the east coast ideas which had been dominant after the Northern victory in the Civil War.'

'The Greenback party was formed during 1874–75 and fought the 1876 election. They wanted to print paper money and increase the amount of silver in circulation so that the dollar became cheaper. They thought that this would help farmers deal with their debts and sell their goods abroad.'

- (b) Explain how President Andrew Johnson attempted to reconstruct the South after the Civil War.**

Level 1: General answer **[1]**

e.g. 'President Johnson let the South do what it wanted after the Civil War; in the end he lost his job.'

Level 2: Identifies why **[2–4]**

e.g. 'Johnson recognised the Southern governments created during the Civil War.'

'Johnson pardoned any Southerner who was prepared to swear an oath of allegiance to the Union.'

'Johnson returned land to Southerners who agreed to take an oath of allegiance.'

'Johnson let the Southern states introduce Black Codes after 1865.'

Level 3: Explains why **[5–7]**

e.g. 'Johnson didn't believe in votes for blacks so allowed Southern states to pass Black Codes after 1865.'

'Johnson wanted to reconstruct the Union as quickly as possible after the end of the war in 1865. He hoped that he could restore the Southern states to the Union before Congress met in December. To make this happen he pardoned any Southerner who was prepared to swear an oath of allegiance to the Union. He also believed in state rights and officially recognised the Southern governments that had been created during the Civil War. He was sympathetic to the economic problems in the South and so allowed confiscated land to be returned to Southerners who took the oath.'

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- (c) 'The process of Reconstruction from 1865 to 1877 successfully reunited the nation after the Civil War.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'Reconstruction wasn't really very successful; it caused lots of problems in the South.'

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

e.g. 'As a result of the Compromise of 1877, the United States was clearly one country led by one President.'

'The North generally treated the South in quite a lenient way after the end of the Civil War.'

'By 1877 all ex-Confederate States were ruled by white Democrats who were against black rights.'

'There were lots of disagreements throughout Reconstruction, such as the actions of President Johnson and the events of Republican military reconstruction.'

N.B. Relevant information that is included from after 1877 should be credited accordingly.

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

e.g. 'Southern states were quickly readmitted to the Union after 1865, and although there were disagreements over how the South was organised these problems were resolved. There were very few reprisals such as arrests or trials for important members of the Confederacy which showed that the wounds of the Civil War were being healed. The Compromise of 1877 saw the Southern states accept Rutherford B Hayes as a Republican President which shows the success of Reconstruction in bringing the country back together after the Civil War.'

'By 1877 all ex-Confederate states were controlled by white Democratic politicians; this shows that Reconstruction was a failure. White control in the South meant that the lives of black people changed very little after the Civil War, and there were still a lot of disagreements over the use of Black Codes and, later, Jim Crow laws. Really the North and South remained two very different places in spite of the process of Reconstruction.'

N.B. Relevant information that is included from after 1877 should be credited accordingly.

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

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

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- 2 (a) Describe how President Franklin D. Roosevelt attempted to change the Constitution in the 1930s.

Level 1: General answer [1–2]

e.g. 'President Roosevelt tried to change the Constitution so that he could pass more laws as part of the New Deal.'

Level 2: Describes events [3–5]

e.g. 'In 1937 President Roosevelt attempted to reform the Supreme Court, which had been making it difficult for him to pass sections of his 'New Deal'. The New Deal encroached on state powers and therefore was seen as unconstitutional. For example, in 1935 and 1936 the NRA and the AAA had been declared unconstitutional. Roosevelt wanted to change the way the court was run and stop the Republican judges who had been appointed by President Hoover from overturning his laws.'

'Roosevelt's reforms involved packing the Supreme Court with a new judge for every member over the age of 70. He claimed that a younger court would be more efficient but many just saw it as an attempt to create a court which was sympathetic to his policies. In the end, his plan was defeated but the Supreme Court did begin to support more New Deal laws.'

- (b) Explain how the power of the U.S. federal government increased during the Second World War.

Level 1: General answer [1]

e.g. 'The President passed new laws which increased the power that the government had over people's lives.'

Level 2: Identifies why [2–4]

e.g. 'The War Powers Act was passed in 1941 and gave the President power to reorganise how the government was run.'

'The government passed a law so that census information could be used to round up and intern Japanese Americans during the Second World War.'

Level 3: Explains why [5–7]

e.g. 'The War Powers Act was passed in 1941 and gave the President power to reorganise how the government was run. This meant that Roosevelt had the power to change the way that the three branches of government, agencies like the FBI and government corporations, operated in order to win the war. In reality, this gave the executive branch a lot of power.'

'As a result of the Second World War, millions of people ended up working directly for the federal government and paying federal taxes for the first time. It was estimated that federal revenues grew from \$7 billion in 1940 to \$50 billion in 1945. In addition, the President was given the power to censor any mail travelling between the United States and a foreign country.'

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- (c) ‘Administrations from 1933 to 1954 were too authoritarian when dealing with the problems they faced.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. ‘Presidents had too much power during this period; it was unfair to ordinary people and not very American.’

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

e.g. ‘The New Deal was attacked for being too controlling by some right-wing critics. The American Liberty League attacked the New Deal for trying to make America like the Communist Soviet Union.’

‘Government control during the Second World War led to a huge growth in the economy. It solved many of the problems that the New Deal had failed to.’

‘The House of Un-American Activities Committee had so much power that it could end the careers of those it investigated. Arthur Miller wrote the play *The Crucible* as a comment on the events of McCarthyism.’

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

e.g. ‘Many on the left wing of politics argued that Roosevelt’s New Deal did not go far enough when it came to taking control of the country. The Governor of Minnesota, Floyd Olson, called for state ownership of mines and transport to help control the economy. Senator Huey Long wanted the President to guarantee a minimum wage by taxing the wealthy. This suggests that Roosevelt’s administration was not too authoritarian in its approach and managed to have success without taking over too many powers.’

N.B. Huey Long was Governor of Louisiana from 1928 to 1932 and then Senator from 1932 to his assassination in 1935. Accept either title given by candidates, although Senator is strictly correct for this question.

‘From 1943 the whole of the US economy was controlled by the Office of War Mobilization. This meant that workers, industry and public spending were all within the direct control of the President. Many saw this as Roosevelt building his own executive power by taking advantage of wartime conditions. This would suggest that the level of authoritarian government was too high in the period.’

N.B. The dates should be used as a guide; full coverage of the period is not necessary. Relevant material which sits slightly outside of the date range should be credited, i.e. President Eisenhower.

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

Level 5: Explains with evaluative judgement of ‘How far...’ [8]

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Section B: Who Are Americans 1754–2000?

3 (a) What was the importance of the Battle of Wounded Knee (1890)?

Level 1: General answer

[1–2]

e.g. 'The Battle of Wounded Knee was a big battle where lots of Native Americans were killed by the United States army.'

Level 2: Describes events

[3–5]

e.g. 'The Battle of Wounded Knee happened in December 1890 at the end of a year where the Native American population had been taking part in the Ghost Dance. The Ghost Dance was a spiritual movement which was meant to help the Native Americans to regain power from the American government. The army were trying to arrest the Lakota Sioux chief Big Foot but ended up using Hotchkiss guns to fire on the Sioux camp killing 300 people. Wounded Knee put an end to the Ghost Dance and is really the official end of the Indian Wars.'

(b) Explain the impact of the reservation system on Native Americans from 1867 to 1900.

Level 1: General answer

[1]

e.g. 'The reservation system was really bad for Native Americans and destroyed their way of life.'

Level 2: Identifies why

[2–4]

e.g. 'Native Americans were moved to reservations in modern day Dakota and Oklahoma following the 1867 Indian Peace Commission.'

'The Dawes Act in 1887 granted Native Americans ownership of the land and citizenship but this did not help their lifestyles.'

'Resistance to being moved to reservations caused a lot of conflict between the Native American tribes and the American government such as the Red River War in 1874–5.'

N.B. Relevant material after 1900 should be credited accordingly.

Level 3 Explains why

[5–7]

e.g. 'The reservation system which was set up by the American government after 1867 had a large impact on the Native American population. Many were moved to land far away from their tribal homelands where they were unsure how to hunt or make a living. The Dawes Act granted Native Americans citizenship and land ownership in 1887 but many were tricked out of their land by fraudsters because they did not understand the concept of ownership.'

'Native Americans were hostile to being moved away from their traditional hunting lands, which often caused conflict with the United States army. The Indian Wars which happened because of conflict over the reservation system, such as the Red River War in 1874–5, show that Native Americans were forced to comply with the system. Thus, much of Native American society was disconnected and destroyed.'

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- (c) 'The Indian Wars were the most important factor in destroying Native American culture in the second half of the nineteenth century.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'This statement is true as lots of Native Americans were killed by the United States government and they didn't have anywhere to live.'

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

e.g. 'The Sand Creek massacre in 1864 saw 450 Cheyenne people killed by Colonel John Chivington; the survivors gave up their lands the following year.'

'Well meaning Humanitarians in the eastern United States set up boarding schools to teach Native Americans civilised ways. They were taught to speak English and how to farm the land.'

'During the last half of the 19th century the buffalo population on the plains was almost completely wiped out. The hunting of the buffalo and the opening of the transcontinental railroad meant that from a population of around 13 million in 1865 they were almost extinct by the end of the century.'

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

e.g. 'The conflict between the Native American populations and the US government from the 1870s onwards chipped away at the culture of many Native American tribes. Tribal land was taken for resources across the United States and even where Native Americans were able to win battles land was often lost. For example, the Sioux were still forced to give up their hunting grounds in the Black Hills of Dakota a couple of years after their victory at Little Big Horn against General Custer. This meant that over time Native Americans could not live as they always had done and their culture was destroyed.'

'The impact of new technology was more important than wars on the destruction of Native American culture. The telegraph and the railroad meant that settlers had much better communication skills than the Native Americans and that places that were once a long way from the influence of white Americans soon became part of the mainstream culture of the United States. This was made worse by humanitarians who opened schools to teach Native Americans how to be more 'American'. It was this assimilation which really destroyed their culture.'

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

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

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4 (a) Describe the impact of the film *The Birth of a Nation* released in 1915.

Level 1: General answer

[1–2]

e.g. '*The Birth of a Nation* was a very racist film about the Ku Klux Klan.'

Level 2: Describes events

[3–5]

e.g. '*The Birth of a Nation* was very controversial and split ideas about how black Americans should be shown in films and the place of the Ku Klux Klan. In Boston many black people protested at the opening of the film but it was still very popular with cinema goers. The NAACP tried to have the film banned but was unsuccessful. *The Birth of a Nation* also encouraged people to join the Ku Klux Klan which had been falling in numbers; it was used as a recruiting tool across the Southern states.'

'The film *The Birth of a Nation* was shown in the White House and people around the country knew that President Wilson had watched the film.'

(b) Explain why some Jim Crow laws were abolished before 1960.

Level 1: General answer

[1]

e.g. 'Many Jim Crow laws were got rid of before 1960 because blacks started to fight against them.'

Level 2: Identifies why

[2–4]

e.g. 'In the Brown vs the Board of Education case in Kansas, the idea of separate white and black schools was challenged and the NAACP argued that facilities in black schools were not equal.'

'Rosa Parks started the Montgomery Bus Boycott by refusing to give up her seat at the front of the bus. Black people in Montgomery did not ride on the bus for over a year and got a lot of publicity.'

'President Truman desegregated the armed forces by passing Executive Order 9981 in 1948.'

Level 3: Explains why

[5–7]

e.g. 'Brown vs the Board of Education in 1954 was an important step in abolishing the idea of 'separate but equal' in schools. The NAACP used their legal team with Thurgood Marshall in charge to argue in the Supreme Court that black and white schools were not equal. The ruling that they won was able to be used by many others who were challenging segregation, so legal cases were one reason that Jim Crow laws were abolished in the period.'

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(c) 'The most important contribution to the Civil Rights movement from 1900 to 1960 came from the NAACP.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'The NAACP were really important because they led a lot of black protests and got publicity.'

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

e.g. 'Rosa Parks was a member of the NAACP. She started the Montgomery Bus Boycott and gained a lot of publicity for the Civil Rights movement.'

'As an individual Martin Luther King was much more important to the Civil Rights movement than the NAACP. Although he sometimes worked with them, his influence was much greater in this period.'

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

e.g. 'The NAACP were very important in starting the process of challenging the laws and ways of life that existed in Southern states in the 1950s. They used legal cases, such as Brown vs the Board of Education in 1954, to show that black people could argue on the same level as white people. This was really important in gaining the respect of politicians and led directly to the signing of the Civil Rights Acts in the 1960s.'

'The work of Booker T. Washington was more important to the Civil Rights movement than that of the NAACP in the early 20th century. Through his work at the Tuskegee Institute he argued that black people should improve their lives through education and economics. This was very different to the ideas which the newly formed NAACP had after 1909. For many white Americans this kind of protest was less threatening than the work of the NAACP and made them more sympathetic to the cause of black Civil Rights.'

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

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

N.B. It is acceptable for candidates to use similar material in parts (b) and (c) as it will be directed towards different arguments and questions. Also, there is an expectation that part (c) will cover a wider date range and look at material on both sides of the argument.

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Section C: Economic and Social Change 1754–2000

5 (a) What was the importance of the panic of 1857?

Level 1: General answer [1–2]

e.g. 'The panic of 1857 was over money and lots of people in the North going broke.'

Level 2: Describes events [3–5]

e.g. 'The panic of 1857 was one of the first signs that the Northern industrial economy might have weaknesses. As a result of a decrease in the demand for American goods in Europe and a fall in the price of land in the West, many people lost money in the Northern states.'

'The panic of 1857 was triggered by the failure of the Ohio Life Insurance and Trust Company which had large mortgage holdings and was connected to the railroad industry.'

'The panic of 1857 was also important in that it didn't really have an impact on Southern states. Many people in the South grew more confident about their economic system and began to celebrate 'King Cotton'.'

(b) Explain the economic differences between the North and South before the Civil War.

Level 1: General answer [1]

e.g. 'There were lots of differences between the North and South before the Civil War; the North didn't have slavery.'

Level 2: Identifies why [2–4]

e.g. 'The Northern states had a lot more industry and big cities than the South. In the Southern states there were huge plantations using slaves to grow crops but in the North farmers lived on small farms.'

'In the North factories were filled by immigrant workers who often worked for low wages, but in the South most labour was done by slaves on plantations.'

'In the North the economy was growing and transport was spreading across the country, but in the South the economy was more fragile and the prices of goods went up and down.'

Level 3: Explains why [5–7]

e.g. 'The industrial revolution which was taking place in the Northern states meant that the way people earned money was completely different to the slave owners in the South. By 1860 only 40% of people worked in agriculture. This was important because it meant that two entirely different economic systems were operating. In the North many factory owners wanted to compete with businesses in Europe, whereas in the South many plantation owners relied on foreign markets to sell their cotton. This meant that the North and South were becoming more like two separate countries.'

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- (c) 'Slavery was the most important factor in increasing tension between the North and South before 1850.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'Slavery caused the Civil War because the North and South always disagreed and kept wanting to fight about it.'

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

e.g. 'The Missouri Compromise in 1820 was about slavery. It said that Missouri would be admitted to the Union as a slave state but that slavery was not allowed above the line of 36 degrees 30 minutes which was a lot of the North of the United States.'

'There were lots of disagreements about whether the federal or state government could make decisions; this was the issue of state rights. Jefferson Davies later said that it was this that caused the Civil War.'

'The Calhoun Doctrine published in 1847 said that any US citizen should be able to settle in any territory or state with their property. It also suggested that any state could decide to secede from the Union if it wanted to.'

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

e.g. 'The issue of slavery was a constant source of tension throughout the 1830s and '40s. The large numbers of people moving West in this period meant that decisions had to be made about whether territories would enter the Union as free or slave states. The Wilmot Proviso of 1846 proposed that slavery would be banned from any territory that had been gained from Mexico. The plan passed through the House of Representatives but was defeated in the Senate where voting ran along sectional rather than party lines. This shows that the issue of slavery and its expansion was the cause of increased tension in the period.'

'The much bigger cause of tension than slavery was the two different economic systems that were operating. The North continued to industrialise from 1820 to 1850 and the Republican Party wanted to set high tariffs to protect American made goods from foreign imports. The South needed to use European trade to sell the cotton that was produced by slaves. These economic differences were what really forced the country apart as they tried to decide on what would happen in new states in the West. The issue of economics and state rights were much more important than slavery in causing tensions between the North and South.'

N.B. Some candidates may include information on the Nullification Crisis of 1832 which links economics, tariffs and states' rights. Award explanation of this at Level 3 and upwards if included as part of a broader answer.

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

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

N.B. Answers which concentrate solely on the 1850s (i.e. outside of the period set by the question) should only be credited at a maximum of Level 3, even if both agreement and disagreement are explained.

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6 (a) Describe the policies of ‘Reaganomics’.

Level 1: General answer

[1–2]

e.g. ‘Ronald Reagan wanted to make the economy better so he introduced the ideas of Reaganomics. They were successful in solving the problems in the economy.’

Level 2: Describes events

[3–5]

e.g. ‘Reagan introduced lots of new economic policies as soon as he became President. His approach to economic policy became known as Reaganomics. He cut taxes so that people paid less income tax; in 1981 the Economic Recovery Tax Act cut personal taxes by 25% across the board. He believed that if people had to pay less tax they would work harder and take more risks, and then have more money to spend. He also cut federal government spending on over 300 programmes particularly in health, education and housing. He did this to save money but he did not cut spending on defence. Some critics of these ideas called the system ‘trickle down economics’.

(b) Explain how the ‘information age’ had an impact on the U.S. economy after 1980.

Level 1: General answer

[1]

e.g. ‘The information age changed the economy of the United States a lot. Computers began to help people in many different jobs.’

Level 2: Identifies why

[2–4]

e.g. ‘During the 1980s the number of computers in the United States increased quickly. By 1985 there were 25 million personal computers in the United States and this kept on growing.’

‘Companies started to compete with each other to be the first to sell the best and newest computer. In 1981, IBM launched the first desktop PC which also included business software. In 1984, the first Apple Macintosh was sold. It had a new design which was easy for everyone to use.’

Level 3: Explains why

[5–7]

e.g. ‘The growth of the personal computer market launched a whole new software industry which had a big impact on the US economy. Large companies such as Microsoft and Apple were able to develop programmes which were easy for people to use and they brought a lot of money into the United States. Places like Silicon Valley in California became particularly prosperous because they were the centre of this new industry. This meant that the ‘information age’ had an impact on the whole economy after 1980.’

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- (c) 'The economic slump in the U.S.A. in the 1970s and early 1980s was mainly the result of domestic problems.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'The economy got worse in the 1970s because people kept losing their jobs and there was no money to buy things. The President didn't do anything about it.'

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

e.g. 'The Vietnam war was costing the United States a lot of money as soldiers were sent to fight there. By the early 1970s, the war had been going on for quite a few years and some people thought it was costing too much money.'

'President Nixon and President Ford had big problems with stagflation, which meant that unemployment was rising but also things were getting more expensive. This meant that for a lot of people, the 1970s was a really hard time to live.'

'During the 1970s lots of people stopped buying American-made cars and bought new makes of cars from Japan and Germany instead. Cars from Japan, such as Nissans, were often cheaper than cars made in the United States.'

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

e.g. 'One domestic problem which caused economic problems in the 1970s was the cost of the 'Great Society'. President Johnson had started the ideas of the 'Great Society' which included spending government money on education, housing and transport. However, this was expensive and by the early 1970s it was difficult for the government to afford. President Nixon tried to solve the problems by reducing inflation in his 'New Economic Policy' but this was not entirely successful. Both President Ford and President Carter also had problems solving these domestic problems during the 1970s.'

'The problem of oil prices around the world was one cause of the economic slump in the United States in the 1970s and early 1980s. The United States used more oil than anywhere else in the world, so when trouble in the Middle East in 1973 caused the price of oil to rise by 400% it caused a lot of economic problems. This was a problem for US car manufacturers who built vehicles which used a lot of fuel; this also made cars from Japan and Germany more attractive to buyers. These international issues were very important in causing the economic slump.'

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

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

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Section D: The U.S.A. and the World 1754–2000

7 (a) What was the importance of the acquisition of Florida in 1819?

Level 1: General answer

[1–2]

e.g. 'The United States invaded Florida which was important because they controlled even more land.'

Level 2: Describes events

[3–5]

e.g. 'The Americans wanted to gain control of Florida from the Spanish because it would add to their territory in the South of the continent. They already had some control of the area after the war of 1812. Florida became a place where outlaws and runaway slaves would escape to so Andrew Jackson was sent to stop these groups from raiding US territory in Georgia and Mississippi. The government did not tell him to attack the Spanish but he did and gained control of Florida. The Spanish also gave up their rights to the Mississippi river and the Oregon territory in the North West.'

(b) Explain why the Louisiana Purchase of 1803 was important for the growth of the U.S.

Level 1: General answer

[1]

e.g. 'The Louisiana Purchase gave people lots of space in the West to move to.'

Level 2: Identifies why

[2–4]

e.g. 'Thomas Jefferson supported the purchase of the Louisiana territory for \$15 million; the size of the country doubled overnight.'

'The Louisiana Purchase gave the American Republic control of the city of New Orleans.'

Level 3: Explains why

[5–7]

e.g. 'The Louisiana Purchase gave the American Republic control of the city of New Orleans. This had been the main target for Livingston and Monroe who had been sent to France to negotiate with Napoleon. This was because New Orleans was already a vital trading port for the United States and offered farmers a way of exporting their goods.'

'The Louisiana Purchase was also important because it added to the growing idea of the time that the United States could one day stretch from the Atlantic to the Pacific ocean. The 828 000 square miles added to the Republic by the purchase gave people a vision of what was possible.'

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- (c) 'The relationship between the U.S.A. and Great Britain was the most important factor in defining U.S. borders before 1853.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'The United States and Britain kept disagreeing and fighting before 1853 which changed the way that the US looked.'

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

e.g. 'After the American war of independence the British and the United States signed the Treaty of Paris in 1783. The United States was now an independent country.'

'In 1803 the Louisiana Purchase added a huge amount of land to the United States. This land was bought from the French.'

'In 1819 Andrew Jackson took control of Florida from the Spanish and the borders of the United States moved south into the Florida peninsula.'

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

e.g. 'In 1846 the United States and Britain agreed a compromise over the border between Canada and the US; it would be set at the 49th parallel. This was important in defining the northern border of the United States and making Oregon available for people to travel to. This showed that Britain was an important factor in the Westward expansion of the United States.'

'One of the most important borders to define was the one with Mexico in the South, and this was dependent on the relationship with the Mexican government not the British. In 1846–8 President Polk went to war with Mexico which ended in the Treaty of Guadalupe-Hidalgo. This secured Texas for the United States and the whole of the area to the West, including California. This shows that Britain was not the most important factor in defining the borders of the United States before 1853.'

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 aims of the U.S.A. at the Potsdam Conference in 1945.

Level 1: General answer [1–2]

e.g. 'The United States wanted to stop Stalin gaining power at Potsdam.'

Level 2: Describes events [3–5]

e.g. 'As a result of the death of Roosevelt, the American delegation at Potsdam was led by the new President, Harry S. Truman. Truman wanted a much tougher policy towards the Soviet Union and relationships between him and Stalin were tense.'

'The Potsdam Conference took place in July 1945 and it was agreed that Japan would be made to surrender unconditionally. The three allied powers also discussed what was to be done with Germany; President Truman was keen to limit the power of Soviet Communism in post-war Europe. This included trying to block Stalin from taking large reparations from Germany.'

(b) Explain why the U.S.A. took part in the Berlin Airlift, 1948 to 1949.

Level 1: General answer [1]

e.g. 'The United States wanted to help people in Berlin.'

Level 2: Identifies why [2–4]

e.g. 'In June 1948 Stalin cut off Berlin from West Germany by closing all roads and railroads; 2 million West Berliners were stranded in Communist territory.'

'American and British planes flew supplies into Berlin in 1948–49; at some points a plane was taking off every three minutes.'

'The Berlin Airlift lasted for 11 months and kept the people of Berlin supplied with food, coal and other essentials.'

Level 3: Explains why [5–7]

e.g. 'In June 1948 Stalin cut off Berlin from West Germany by closing all roads and railroads; 2 million West Berliners were stranded in Communist territory. Many people advised Truman that Berlin was not worth fighting for and that Stalin should be allowed control of the city. However, Truman saw it as a challenge to his policy of Containment and proof that Stalin wanted to expand in Europe. He decided that West Berlin should be kept supplied by air.'

'Truman was more than aware of other incidents of Communist expansion that were taking place around the world. In 1948, Stalin had forced a Communist government on the people of Czechoslovakia, and in China a civil war was being fought to control the country. Truman did not want to look as though he was backing down over the issue of Berlin.'

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- (c) 'The U.S.A. was largely unsuccessful in containing communism from 1945 to 1975.'
How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'The United States fought lots of wars against communists around the world to stop them spreading. Sometimes it wasn't very successful.'

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

e.g. 'The United States flew air missions in 1948–49 to take supplies to Berlin when it was cut off by Stalin. He wanted the city under Soviet control, but in the end West Berlin was kept under Western control.'

'The war in Vietnam caused the deaths of lots of American soldiers and was very unpopular in the United States. The Viet Cong were better at fighting in the jungle than the American soldiers which, in the end, led to the withdrawal of American troops.'

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

e.g. 'The Korean War was an example of when the United States was successful in containing communism. Although the US did not beat the communist North Koreans entirely, they did help to establish a border at the 38th parallel. This meant that communism was prevented from spreading further south and South Korea could be established as a country.'

'Containment was often less successful in Asia than it was in Europe. In 1949, China became a communist country even though the United States sent money to help fight the civil war against the communists. In Vietnam containment was a much more difficult problem and the United States spent 20 years trying to prevent the communist Viet Cong from taking control. In the end, President Nixon took troops out of Vietnam which shows that it was really a failure for Containment.'

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

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