
AMERICAN HISTORY (US)

0409/01

Paper 1 The Making of a Nation

October/November 2018

MARK SCHEME

Maximum Mark: 60

Published

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.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

the specific content of the mark scheme or the generic level descriptors for the question
the specific skills defined in the mark scheme or in the generic level descriptors for the question
the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
marks are awarded when candidates clearly demonstrate what they know and can do
marks are not deducted for errors
marks are not deducted for omissions
answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)	<p>What were the ideas of Jacksonian democracy?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>‘Jacksonians believed in laissez faire economics (1)’ ‘Jackson believed that all white males should be given the vote (1); and that there should be no property qualifications. (1)’ ‘Jacksonians supported Manifest Destiny (1) and the settlement of free white labour in the West. (1)’ ‘Jackson believed in greater democracy for the common man (1)’</p>	4
1(b)	<p>Explain how political parties developed before 1840.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>‘In the early nineteenth century the first party system operated in the United States. In this system two national parties, the Federalists and the Democrat Republicans, fought for the role of the presidency. Their ideas had largely come out of the debates between Federalists and Anti-Federalists over the Constitution and they continued to disagree over many things. They disagreed over which branch of government should be stronger and attracted support from different sorts of people. Over time their ideas changed which meant that different parties were formed so by 1840 they were called Whigs and Democrats.’</p> <p>Example: identification/description</p> <p>The Whig Party was formed in the early 1830s in opposition to the ideas of Andrew Jackson. Federalists appealed to the business community, they believed in strong executive government. People who started the ideas of Jackson formed into the Democrat party after 1830. The first political parties were Federalists and Anti-Federalists who disagreed over the shape of the Constitution.</p> <p>Example: general answer lacking subject specific knowledge</p> <p>Political parties formed because people disagreed with each other like President Andrew Jackson.</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
1(c)	<p>'The United States was a democratic country by 1840.' To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>'By 1840 the United States was clearly a democratic country because all white men had the right to vote and there were no property qualifications for voting. Before Jacksonian democracy only richer men could vote and in many cases voters had to own property in order to be given a vote. The ideas of giving power to the common man that were spread by President Jackson show that the United States was democratic by 1840.'</p> <p>OR</p> <p>'The United States was definitely not a democracy in 1840 because there were large numbers of people who had no power to vote or be involved in politics. For example, women could not vote and wouldn't be able to for a long time afterward. This meant that half the population had no access to voting or political rights. Also the two main parties, the Democrats and the Whigs still mostly represented white men. This shows that the country was not democratic.'</p> <p>Example: identification/description</p> <p>In 1840 slavery still existed as an institution and many wanted it to spread into new territories. The Constitution and Bill of Rights set out many democratic ideas Jacksonian Democracy had created a very powerful role for the President who could use his veto to stop laws.</p> <p>Example: general answer lacking specific subject knowledge</p> <p>The United States was a democracy in 1840 because people got to vote for Presidents.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
2(a)	<p>What were the terms of the Treaty of Guadalupe Hidalgo, 1848?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>‘The treaty of Guadalupe Hidalgo ended the Mexican-American war(1), and established the Rio Grande as the Southern border of the United States.’ (1)</p> <p>‘Mexico gave up all claims they had to Texas.’ (1)</p> <p>‘The United States gained 525 000 sq. miles of territory in the South West.’ (1)</p> <p>‘The United States agreed to pay the Mexicans \$15 million dollars (1) and settle any claims of its citizens against Mexico.’ (1)</p>	4
2(b)	<p>Why was the United States able to take control of Texas in 1845-46?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>‘Texas was part of Mexico until the mid-1830s when it became an independent Republic. The Mexican dictator Santa Anna had accepted Texan independence when captured by Sam Houston at the Battle of San Jacinto in 1836. This meant that Texans and Americans began to negotiate Texas joining the union, although abolitionists in the United States were wary of allowing another slave state to join the union. Many American settlers in Texas had been from the Southern states and had taken their slaves with them. This meant that by the early 1840s Texas was becoming more linked to the United States.’</p> <p>Example: identification/description</p> <p>‘The Mexican dictator Santa Anna had accepted Texan independence when captured by Sam Houston at the Battle of San Jacinto in 1836.’</p> <p>‘Many Northerners feared Texas becoming a slave state if it entered the union. In 1844 a treaty to annex Texas was defeated in the Senate.’</p> <p>‘Texas joined the union as the 28th state in December 1845, as one big state they would only add two slave votes to the Senate.’</p> <p>Example: general answer lacking subject specific knowledge</p> <p>‘The United States wanted to control Texas because it was a really big piece of land.’</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
2(c)	<p>To what extent was the relationship with France the most important factor in defining the borders of the United States before 1853? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>‘The relationship that the United States had with France was very important when it came to the expansion of territory before 1853. For example in 1803 the Louisiana Purchase was agreed between France and the United States. This agreement doubled the size of the United States overnight and gave the important port of New Orleans to America. This was the most important expansion in the early nineteenth century and shows how vital the French were to expanding the borders of the country.’</p> <p>OR</p> <p>‘The relationship that the United States had with Great Britain continued to be important even after the American War of Independence. The treaty that was signed with Britain over the Oregon Territory and the border of Canada was one of the most important events to define the borders of the United States. This was because debate over where the border lay between the United States and Canada became more pressing as people flocked to Oregon in the 1830 and 40s. The treaty which was signed in 1846 set the boundary at the 49th parallel.’</p> <p>Example: identification/description</p> <p>In 1821 Mexico gained independence from Spain and later the United States took control of some of its territory. In 1846 the United States signed the Oregon treaty with Great Britain which agreed the border at the 49th parallel. In 1846 the United States annexed Texas which had previously been land controlled by the Spanish empire.</p> <p>Example: general answer lacking specific subject knowledge</p> <p>The French were really important because they always supported America.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
3(a)	<p>Describe what happened at the Battle of Little Bighorn, 1876.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>‘George Custer and his men died there (1), it is also known as Custer’s Last Stand (1).’ ‘The Plains Indians including the Lakota Sioux fought the U.S. army (1); their leader was Sitting Bull (1).’ ‘The fighting took place on the Little Bighorn River’ (1) ‘Various tribes of Native Americans refused to return to the reservations during the spring and summer of 1876.’ (1)</p>	4
3(b)	<p>Explain why the Pontiac Rebellion took place.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>‘The rebellion was organized in 1763 by Chief Pontiac, an Ottawa tribesman who appealed to tribal leaders from Mississippi to Lake Superior for support in resisting British control. He, and other Native Americans, were worried that the British would not treat them the same as the French had done so they planned a rebellion. Pontiac intended for each tribe to capture the closest fort and meet up to eliminate any remaining undefended settlements. Pontiac’s military strategy resulted in eight forts being captured, and tribal forces were successful at wiping out many frontier settlements.’</p> <p>Example: identification/description</p> <p>‘Pontiac’s Rebellion took place in the Great Lakes region; the Natives rebelled against the British.’ ‘The Pontiac Rebellion lasted for three years from 1763 to 1766.’ ‘The rebellion was named after Pontiac, the chief of the Ottawa tribe.’</p> <p>Example: general answer lacking subject specific knowledge</p> <p>‘The Pontiac rebellion happened because the Native Americans weren’t happy with the British.’</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
3(c)	<p>To what extent were disputes over natural resources the main reason for conflict between Native Americans and the United States government before 1890? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>‘Natural resources were often at the heart of conflict between Native Americans and the federal government. The Sand Creek massacre occurred in 1864 after the Cheyenne and Arapaho tribes had been forcibly removed from their lands due to the gold rush in Colorado in 1861. The 400 Native Americans living in this area believed they had been granted immunity by the government but were massacred by Colonel J. M. Chivington’s troops. This shows that natural resources were often the cause of conflict with Native Americans.’</p> <p>OR</p> <p>‘Conflict also related to trying to change the culture of Native Americans, for example the Dawes Act of 1887. It was designed to ‘Americanize’ Native Americans by forcing them onto reservations, and then attend schools which would teach English and other ‘American’ ideas. This was about controlling where Native Americans lived and how they acted rather than a specific natural resource. So this shows that conflict wasn’t always about natural resources.’</p> <p>Example: identification/description</p> <p>‘In 1874 gold was discovered in the Black Hills of Dakota, this territory included tribal lands.’</p> <p>‘The Sioux war was fought in the late 1870s over gold.’</p> <p>‘The Battle of Wounded Knee happened at the end of a period which saw Native Americans taking part in the Ghost Dance.’</p> <p>‘The Indian Removal Act of 1830 moved Native Americans westward.’</p> <p>The treatment and destruction of the Buffalo caused problems between Native Americans and the federal government.’</p> <p>Example: general answer lacking specific subject knowledge</p> <p>‘The United States army fought lots of wars with Native Americans because they wanted land.’</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
4(a)	<p>What were the Lincoln-Douglas debates, 1858?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>‘Abraham Lincoln and Stephen Douglas took part in debates to be elected to the Senate.’ (1)</p> <p>‘The debates happened between August and October (1); in the state of Illinois.’ (1)</p> <p>‘Lincoln challenged Douglas to a war of ideas (1); they were held in 7 places all across the state.’ (1)</p> <p>‘People travelled long distances to hear both candidates to discuss issues including slavery.’ (1)</p>	4
4(b)	<p>Explain why the 1877 Compromise was passed.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>‘The Compromise was an unwritten agreement which was made to resolve the disputed Presidential election of 1876. It gave the Presidency to Rutherford B. Hayes over Samuel J Tilden in return for the promise of removing federal troops from Southern states. As a result this was seen by many as the end of Reconstruction. The compromise was needed because of the problems surrounding the result of the election where Tilden had won the popular vote but there were contested electoral college votes.’</p> <p>Example: identification/description</p> <p>‘Samuel J Tilden was the Democratic candidate for election; he won the popular vote but was not awarded the Presidency.’</p> <p>‘The Compromise of 1877 saw an end to many laws passed under Reconstruction in the South.’</p> <p>‘Rutherford B. Hayes was awarded the Presidency by the electoral commission.’</p> <p>‘The Compromise was an unwritten deal, also known as a “corrupt bargain”.’</p> <p>Example: general answer lacking subject specific knowledge</p> <p>‘The Compromise of 1877 was passed to try and make everyone come to an agreement after the Civil War.’</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
4(c)	<p>‘Disagreements over slavery were the main cause of the Civil War’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>‘Slavery was by far the most important cause of the Civil War because differences between the North and the South were always about slavery. For example, they had been trying to compromise on how to manage the growth of the United States for nearly 40 years. Both the Missouri Compromise of 1820 and the Compromise of 1850 tried to make the North and South agree on a way forward to deal with where and how slavery would be allowed to spread. During the 1850s this became worse and the conflict in ‘Bleeding Kansas’ showed how serious the divisions were. This shows that slavery was always at the centre of the causes of the Civil War.’</p> <p>OR</p> <p>‘Slavery was not the only cause of disagreement which led to increased sectionalism between the North and South. The economic differences between the two regions also led to conflict which was not directly related to slavery. The two economies ran differently and needed different conditions to thrive. The North had been industrialising and wanted to expand via the railroads; whilst the South relied on “King Cotton”. Even without the arguments over slavery there were disagreements over how the economy should be managed.’</p> <p>Example: identification/description</p> <p>‘The Calhoun Doctrine showed the importance of States Rights when it said that states could leave the union.’</p> <p>‘The actions of John Brown in the 1850s showed that slavery was the main division that ran through American society.’</p> <p>‘The rise of the Republican party showed that it was difficult to have one national party.’</p> <p>Example: general answer lacking specific subject knowledge</p> <p>‘Slavery was the most important cause of the Civil War because the North wanted to get rid of slaves.’</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
5(a)	<p>What were the aims of the Farmers' Alliance? Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>'The Farmer's Alliance tried to protect farmers by establishing fairer tax and monetary systems.' (1) 'In 1890 the Farmers Alliance called for the abolition of national banks (1); and lower tariffs on goods.' (1) 'The Ocala Demands were formed in 1890.' (1) 'Farmers were often in debt and wanted more money in circulation (1); this included the availability of free silver.' (1)</p>	4
5(b)	<p>Explain how groups campaigned to improve the lives of children in the second half of the nineteenth century.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>'Campaigners in the 1870s and 1880s tried to improve the lives of children by improving child labour laws. For example in 1881 the American Federation of Labour passed a resolution calling on all states to ban children under 14 from working. This was an attempt to improve the lives of children who worked in factories doing what was often very dangerous work. It was not successful quickly although there were some states such as New York which passed laws preventing cigar making in tenements where lots of very young children were employed.'</p> <p>Example: identification/description</p> <p>'Some people tried to stop children from having to do dangerous jobs which could injure or kill them.' 'The Temperance Movement tried to restrict the use of alcohol which often had a bad impact on children's lives.' 'Religious groups in big cities attempted to improve living conditions for young families living in crowded tenements.'</p> <p>Example: general answer lacking subject specific knowledge</p> <p>'People tried to help children by making their lives better and safer.'</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
5(c)	<p>To what extent was the impact of the railroad positive for all Americans? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>‘The impact of the spread of the railroad across the United States was largely positive. For example, there was a massive increase in international and intercontinental trade. Within 10 years of the construction of the Transcontinental railroad \$50 million worth of goods was being shipped coast to coast. This had the effect of improving the economy and the availability of many goods which had been difficult to get in Eastern cities such as meat and tea from Asia.’</p> <p>OR</p> <p>‘The impact of the railroad was not positive for everyone as it spread across certain areas of the continent. Many Native Americans were pushed off their lands as the railroad and the accompanying towns were built across areas which had been largely wilderness. There was also an increase in racial tension as new immigrants such as the Chinese arrived to build the railways and then settled across the north west of the United States. This often caused tension and meant that the impact of the railroad was not always positive.’</p> <p>Example: identification/description</p> <p>‘Trains were used to bring cattle from the South to northern cities such as Chicago where they were used for meat.’</p> <p>‘Many small communities were left without populations as people moved to the cities because of the railroad.’</p> <p>‘The railroad made it much easier for people to move around allowing for tourism and migration.’</p> <p>Example: general answer lacking specific subject knowledge</p> <p>‘The railroads were really good because they made the country seem smaller.’</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
6(a)	<p>How did Chinese workers contribute to the construction of the railroads?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>‘Many Chinese workers were recruited in 1865 by the Central Pacific Railroad (1); by 1868 over 12 000 were employed by the company.(1)’ ‘Chinese workers were favoured by the railroad companies because they were cheaper than other workers.’ (1) ‘The Chinese labourers helped to build the railroad over high mountains in the Sierras (1); they used techniques they had learned in China to suspend themselves from ropes down cliffs.’ (1) ‘A group of Chinese and Irish labourers famously laid 10 miles of track in a day.’ (1)</p>	4
6(b)	<p>Explain why immigration had an impact on major cities in the United States after 1860.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>‘Immigration had a big impact on cities in the United States because new immigrants brought different languages and customs to the cities. For example New York became home to large Jewish, Irish and Italian populations. This meant that different areas of the city became associated with the different groups and became places where food and culture from their homelands could be found.’</p> <p>Example: identification/description</p> <p>‘Many of the new immigrants were employed in the growing cities as unskilled factory labourers who would work for low wages.’ ‘Cities such as Boston had large Irish communities by the end of the 19th century.’ ‘Immigration sometimes caused tension between newcomers to the cities and those already living there, there was increased violence in this period.’</p> <p>Example: general answer lacking subject specific knowledge</p> <p>‘Lots of people moved to America and made cities a lot bigger.’</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
6(c)	<p>‘The promise of freedom was the main reason that immigrants came to the United States after 1860.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>‘The idea of freedom was really important to many of the immigrants arriving in the United States after 1860. For example, many Jews travelled to America in the 1880s to escape religious persecution in their own countries. Jews had been suffering oppression and violent pogroms in countries such as Russia and they saw the United States as a place where there was religious tolerance. This shows that the idea of freedom in America was very important to immigrants.’</p> <p>OR</p> <p>‘People also travelled to the United States for economic reasons after 1860. Many immigrants from Northern European countries such as Germany and Ireland arrived looking for a better life because the economies in their own countries made it difficult for them to prosper. They saw the United States as a place which was industrialising quickly and where they would have the opportunity to give their families a better life. This shows that freedom was not always the reason people moved to the United States.’</p> <p>Example: identification/description</p> <p>‘Many Irish Catholics moved to America in search of a better life because life was hard in their country.’</p> <p>‘American cities such as New York and Chicago were places where many different people lived and others saw this as a chance for tolerance.’</p> <p>‘Japanese workers moved to Hawaii to get jobs on plantations growing fruit.’</p> <p>Example: general answer lacking specific subject knowledge</p> <p>People moved to the United States because they wanted a better life.’</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
7(a)	<p>Who were the ‘Industrial Workers of the World’ (the Wobblies)?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>‘The Wobblies were founded in Chicago in 1905 (1); as a general union to include all working people.’ (1)</p> <p>‘In 1917 the Industrial Workers of the World had more than 150 000 members.’ (1)</p> <p>‘The motto of the Wobblies was “an injury to one is an injury to all” (1); they aimed to promote joint action amongst all workers rather than in individual professions.’ (1)</p>	4

Question	Answer	Marks
7(b)	<p>Explain how Robert M La Follette introduced Progressive ideas at a local level.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>‘In his home state of Wisconsin Robert M La Follette developed the ideas of Progressivism. He believed that good government happened when voters had control of institutions rather than special interest groups. This meant that he wanted ordinary people to have power rather than big businesses. He believed that specialists in fields such as law and economics should be involved in running the government. In Wisconsin he supported direct primary elections which meant that voters had the right to choose their own candidates for office. After 1906 when La Follette became a Senator he tried to take these ideas with him to national politics but he was not always successful.’</p> <p>Example: identification/description</p> <p>‘La Follette was the Governor of Wisconsin and a Senator in the early 1900s.’</p> <p>‘La Follette believed in Progressive ideas and carried them out in Wisconsin.’</p> <p>‘Progressives wanted to improve peoples’ lives; one way was to increase democracy.’</p> <p>‘La Follette worked with the university to develop the Wisconsin Idea and called it a “laboratory of democracy”.’</p> <p>Example: general answer lacking subject specific knowledge</p> <p>‘Progressives wanted to change the way things were run and make peoples’ lives better.’</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
7(c)	<p>‘Little improvement was made to working conditions in cities before 1920.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>‘Factories continued to be an extremely dangerous place to work throughout the early years of the 20th century and the deaths that resulted from these dangers were usually treated as an expectation rather than a problem. These dangers were especially high amongst immigrant labourers who were not members of unions. For example the Triangle Shirtwaist Factory fire in the 1911 was the worst industrial disaster in the history of New York. The fire caused the deaths of 146 workers, most of whom were recent Jewish and Italian immigrant young women. This shows that working conditions continued to be very dangerous in the early 20th century.’</p> <p>OR</p> <p>‘There was some evidence that working conditions were starting to improve in this period. One example of this was when the newly formed U.S. Steel company started to introduce in-plant safety programs to protect their workers. They also began to keep companywide records of accidents and from 1908 held meetings of a Central Committee of Safety at their headquarters in New York. This showed that there was an understanding that large companies had some responsibility for protecting their workers.’</p> <p>Example: identification/description</p> <p>‘In 1906 Upton Sinclair wrote a book called the Jungle which looked at conditions in the meat packing industry.’</p> <p>‘During this period, lots more workers started to join unions such as the Wobblies.’</p> <p>‘Many employers were using ‘yellow dog contracts’ during the early 20th century.’</p> <p>Example: general answer lacking specific subject knowledge</p> <p>Working conditions were really bad in factories and lots of people died as a result.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
8(a)	<p>What was meant by the term ‘New Woman’ in the 1920s?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>‘Women had been given the right to vote in 1920 (1); and the number of women working increased by 25% in the decade.’ (1)</p> <p>‘The New Woman was independent and wore clothing that was more practical rather than long skirts and corsets.’ (1)</p> <p>‘Some of these women were known as ‘flappers’ (1); they smoked in public and danced the new dances.’ (1)</p> <p>‘Divorce rates rose as getting divorced was made easier.’ (1)</p>	4
8(b)	<p>Explain why many farmers did not benefit from the prosperity of the 1920s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>‘One reason that farmers did not share in the prosperity of the 1920s was that changing methods led to a rise in unemployment and a decrease in wages for agricultural labourers. The methods and technologies that were being used in the cities spread to agricultural areas bringing machines such as combine harvesters and new growing methods. This meant that not so many people were needed to produce food, as a result unemployment went up and wages dropped. This meant that farmers did not have the money to benefit from the prosperity of the 1920s.’</p> <p>Example: identification/description</p> <p>‘In 1929 the average income of a farm labourer was \$49 a month compared with a skilled manufacturing worker earning \$140.’</p> <p>The price of agricultural good such as food and cotton fell in the 1920s.’</p> <p>‘Farmers could often not afford to buy the consumer goods which popular in the big cities.’</p> <p>Example: general answer lacking subject specific knowledge</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
8(c)	<p>To what extent were the policies of Republican presidents the main cause of the economic boom of the 1920s? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>‘The Republican presidents of the 1920s did a lot to encourage the economic boom. They believed in <i>laissez-faire</i> government where the individual was left to make decisions rather than federal government. This meant that taxes were lowered so that businesses could invest more money and make more profit. The Fordney-McCumber Tariff Act was passed to put a toll on imports; which meant that American goods were cheaper than foreign ones. This helped business in the United States grow and make money.’</p> <p>OR</p> <p>‘The economic boom in the 1920s was largely driven by new production methods and technological developments which made industry more efficient and cost effective. For example, Henry Ford used new methods such as the production line to make building cars more efficient. As a result the price of many consumer goods fell and more people could buy them. This kind of development was more important than the policies of Republican presidents.’</p> <p>Example: identification/description</p> <p>‘People changed their habits in the 1920s, advertising developed and made people shop differently.’</p> <p>‘America was in a strong position after the First World War compared to European countries.’</p> <p>‘The United States had plenty of core goods available e.g. coal and oil.’</p> <p>Example: general answer lacking specific subject knowledge</p> <p>There was a boom in America in the 1920s because everyone got richer and spent more money.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
9(a)	<p>Describe the social effects of the Great Depression.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>‘Unemployment was a major problem, at the height of the Depression 25% of Americans did not have a way to earn money (1); these figures were even worse for minorities, in Harlem it was estimated that 50% of people were unemployed.’ (1)</p> <p>‘In 1932 alone, 273 000 families were evicted from their homes (1); many of these people went on to live in shanty towns that became known as “Hoovervilles”.’ (1)</p> <p>‘The suicide rate increased considerably rising to 18.9 per 100 000 people in 1929.’ (1)</p> <p>‘Peoples’ health suffered as a result of poverty and illnesses such as rickets and skin diseases became more common.’ (1)</p>	4

Question	Answer	Marks
9(b)	<p>Explain how President Roosevelt tried to tackle the problems of the Depression during his first 100 days in office.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>‘President Roosevelt’s major efforts in his first 100 days were focussed on tackling the banking crisis that gripped the American economy. Days after the inauguration an Emergency Banking Act was drafted and rushed through Congress. It aimed to reopen banks which could be proved to be in good financial health. This was really important because banks had been closed across the country and so people were unable to do business to help the country get back on its feet. The Emergency Banking Act worked quickly and within a week the banking system was beginning to operate. This is one of the most important ways that Roosevelt began to tackle the problems of the Depression.’</p> <p>Example: identification/description</p> <p>‘In his first 100 days in office Roosevelt’s administration passed 15 major bills through Congress.’</p> <p>‘The Agricultural Adjustment Act (AAA) called for the government to pay farmers not to plant.’</p> <p>‘The Civilian Conservation Corps (CCC) hired more than 250 000 people to plant trees and work in National parks.’</p> <p>‘The Glass-Steagall Act separated investment banking and savings banking.’</p> <p>Example: general answer lacking subject specific knowledge</p> <p>‘President Roosevelt came to office and started the New Deal; it solved the problems of the Depression.’</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
9(c)	<p>‘President Hoover did nothing to respond to the effects of the Wall Street Crash of 1929.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>‘Hoover was unprepared as a politician to respond to the Wall Street Crash of 1929. Like the Republican presidents before him he relied on the idea of <i>laissez faire</i> and so it was difficult to suddenly start interfering in the economy. He gained a reputation as a ‘do nothing’ president because he expected the economy to sort itself out. Even when he did try to make small changes the rest of the economy was unprepared for it.’</p> <p>OR</p> <p>‘President Hoover did take measures to combat the growing economic crisis after the Wall Street Crash of 1929. One example of this was the Smoot-Hawley Tariff Act, which tried to protect American farmers by putting high tariffs on international imports. A drop in prices had been a problem for many farmers during the late 1920s but this action did not solve the problems within the economy. Instead, it led other countries to retaliate with high tariffs of their own that destroyed international trade. This shows that Hoover did try to respond to the Wall Street Crash but many of his ideas were unsuccessful.’</p> <p>Example: identification/description</p> <p>‘President Hoover established the President’s Emergency Committee for Employment in 1930.’</p> <p>‘President Hoover was reluctant to take the country into debt while trying to solve economic problems.’</p> <p>‘The Reconstruction Finance Corporation (RFC) gave money to railroads and banks for loans.’</p> <p>‘The first Glass-Steagall Act released \$750 million in gold reserves to help with business loans.’</p> <p>Example: general answer lacking specific subject knowledge</p> <p>‘President Hoover didn’t act after the Wall Street Crash and caused the Depression.’</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
10(a)	<p>Describe the Black Power movement.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>‘Black Power encouraged racial pride amongst African Americans (1); and the creation of black political and cultural institutions.’ (1)</p> <p>‘The Black Panthers who followed the ideology of Malcolm X were associated with Black Power.’ (1)</p> <p>‘Stokely Carmichael used the term Black Power (1) and wanted to get black people to unite separately from white people.’ (1)</p> <p>‘Black Power advocates suggested that using violence as a method of self-defence was acceptable.’ (1)</p>	4
10(b)	<p>Explain how peaceful methods of protest were used by Martin Luther King during the 1950s and 1960s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>Martin Luther King spoke at the March on Washington in 1963 and showed what peaceful protest could achieve. This was one of the most significant events of the Civil Rights movement and changed public opinion of the African American movement. This meant that in 1964 when the Civil Rights Act was passed many people supported it. So the peaceful protest of Martin Luther King shown in marches and speeches was able to change the way people thought about African Americans.</p> <p>Example: identification/description</p> <p>‘Martin Luther King was involved in the Montgomery Bus Boycott in 1955 and 1956.’</p> <p>‘Martin Luther King made his ‘I have a dream’ speech in Washington D.C. in 1963.’</p> <p>‘Martin Luther King followed the principle of nonviolence when he campaigned for Civil Rights.’</p> <p>‘Martin Luther King encouraged his followers not to respond to the violence led by those such as Bull Conner.’</p> <p>Example: general answer lacking subject specific knowledge</p> <p>‘Martin Luther King didn’t believe in using violence to help black people.’</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
10(c)	<p>To what extent did the lives of African Americans improve in the period from 1890 to 1945? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>‘It is difficult to see much improvement that was made to the lives of African Americans in this period. The Plessy vs. Ferguson judgment made in 1896 said that segregation was acceptable as long as it was ‘separate but equal’. In reality this meant that for the first half of the 20th century African Americans especially in Southern states lived under Jim Crow laws that meant their lives were unfair and often violent. It was not until after 1945 that things began to change.’</p> <p>OR</p> <p>‘There was some improvement in the lives of African Americans before 1945 and some of this was linked to the work of the NAACP which was founded in 1909. They campaigned throughout this period to get justice for black people who were struggling under the system of Jim Crow or other problems. Although they were not always successful things did begin to change and during the Second World War President Roosevelt ordered a non-discriminatory policy in war industries and federal services. This shows that things were improving but slowly.’</p> <p>Example: identification/description</p> <p>‘During the 1920s many black Americans moved north to look for a better life. This became known as the Great Migration.’</p> <p>‘During the 1930s the Harlem Renaissance made Harlem in New York as centre for black writers, artists and musicians.’</p> <p>‘In 1895 Booker T Washington made the Atlanta Compromise to try to improve the lives of black Americans.’</p> <p>Example: general answer lacking specific subject knowledge</p> <p>African Americans struggled in this period because they were mistreated by whites.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
11(a)	<p>Describe the events of the Cuban Missile Crisis, 1962. Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>‘In October 1962 a U2 flying over western Cuba took photos of missile sites (1), President Kennedy’s Chiefs of Staff advised him to make an immediate air strike.’ (1)</p> <p>‘President Kennedy and Khrushchev the leader of the Soviet Union exchanged letters throughout the crisis.’ (1)</p> <p>‘On October 24 Soviet ships on their way to Cuba reverse their route except one who keeps going (1), many people believed there would be nuclear war as neither side looked to be backing down.’ (1)</p> <p>‘On October 28, 1962, Khrushchev agreed to remove missiles from Cuba.’ (1)</p>	4
11(b)	<p>Why did the United States withdraw their military forces from Vietnam by the end of 1973? Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>‘When President Nixon took office the number of American military personnel in South Vietnam was over 500 000. In the next few years, although he followed a policy of expanding the war geographically, Nixon continued to decrease the actual number of troops on the ground. By 1971 the number had dropped to 160 000. This was largely the result of the growing protests against the war, and especially the numbers of soldiers dying. By reducing the numbers and changing strategies Nixon hoped he could reduce opposition at home.’</p> <p>Example: identification/description</p> <p>‘In January 1973 the Paris Peace Agreement was signed and the Americans withdrew from Vietnam.’</p> <p>‘Richard Nixon began a process of Vietnamization in 1969.’</p> <p>‘The Vietcong’s guerrilla tactics made it difficult for the Americans to win the war.’</p> <p>‘The South Vietnamese government was weak, brutal and corrupt.’</p> <p>Example: general answer lacking subject specific knowledge</p> <p>‘America left Vietnam because it lost the war and lots of men died.’</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
11(c)	<p>To what extent was the Berlin Blockade the most important event in the development of the Cold War from 1945 to 1955? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>'I agree that the Berlin Blockade was important in the development of the Cold War because it showed that certain places would become the focus of conflict between the United States and the Soviet Union. When Stalin blockaded West Berlin in the summer of 1948, the United States chose to airlift supplies in rather than start open conflict. Berlin would be a hotspot for the Cold War for many years and this showed that neither side were really prepared to back down even if they didn't want to fight.'</p> <p>OR</p> <p>'I disagree because the Korean War was much more important in the development of the Cold War. This was a proxy war where the Soviet backed North Koreans fought American forces under the uniform of the United Nations. This was an important development because it showed that the Cold War would become 'hot' in places and this kind of proxy war would happen repeatedly over the next 30 years. This showed what the Cold War would develop into more clearly than the Berlin blockade.'</p> <p>Example: identification/description</p> <p>'Tensions had already begun to show in 1945 when the United States and the Soviet Union met at Yalta and Potsdam.'</p> <p>'The Korean War lasted from 1950 to 1953 and many American soldiers went to fight in it.'</p> <p>'The Truman Doctrine and Marshall Aid showed America would help countries around the world avoid Communism.'</p> <p>Example: general answer lacking specific subject knowledge</p> <p>I agree because the Berlin blockade showed that Berlin was important in the Cold War.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
12(a)	<p>What were the aims of President Johnson’s ‘Great Society’ program?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>‘The Great Society aimed to improve the lives of Americans through tackling problems in areas such as education and health care.’ (1)</p> <p>‘The educational ideas of the Great Society increased the influence of federal government in primary, secondary and higher education.’ (1)</p> <p>‘President Johnson declared a ‘war on poverty’ to improve the lives of Americans (1), this included the Volunteers in Service to America which was a domestic version of the Peace Corps.’ (1)</p> <p>‘The Social Security Act of 1965 authorized Medicare (1), which provided federal funding for the treatment of elderly and disabled Americans.’ (1)</p>	4

Question	Answer	Marks
12(b)	<p>Explain why the United States experienced economic difficulties in the 1970s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>‘One reason for economic difficulties in the 1970s was the huge impact on the US economy of the Vietnam war. So much money and resources were being used to fight the war that other sectors of the economy began to struggle. Factories that would usually have been making consumer goods were focused on military production and so much money was being spent on the military that there was a government deficit. Another factor was the returning soldiers who added to the unemployment figures. These problems led to many of the economic issues which the United States experienced in the 1970s.’</p> <p>Example: identification/description</p> <p>‘In 1973 an oil embargo imposed by OPEC meant that there was a crisis in the United States because the country relied on foreign oil. ‘Inflation rates in the 1970s were very high; there was a high demand and low supply of things like cars, houses, and jobs.’ The 1970s saw a huge rise in unemployment; by the end of the decade around 5.8% of workers were without a job.’</p> <p>Example: general answer lacking subject specific knowledge</p> <p>‘There were lots of economic issues in the 1970s because the United States had spent all its money fighting wars.’</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
12(c)	<p>‘The federal government dealt with domestic issues successfully between 1945 and 1964.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>‘The federal government was able to help economic growth which was really important to the United States in the 1950s. The Highway Act of 1956 allocated more than \$30 billion to the construction of 41 000 miles of interstate highways. This meant that people could travel long distances but could also easily commute from the suburbs to the cities which changed the way many people lived. This shows that the government was able to deal with domestic issues successfully during this period.’</p> <p>OR</p> <p>‘The government was not so successful at handling the issues surrounding McCarthyism and the fear of Communism during the 1950s. This ideology led to many playwrights and actors losing their careers and many others in different industries having their lives ruined. Even when Eisenhower became President Senator McCarthy did not stop accusing high ranking politicians and ambassadors of having links with Communists. Eisenhower disliked McCarthy’s methods but could do little about them. This shows that it was difficult for federal government to deal with some issues.’</p> <p>Example: identification/description</p> <p>‘In 1960 President Kennedy launched his ‘New Frontier’ program to tackle the problems in American society.’</p> <p>‘During the 1950s the economy boomed and new conglomerates were formed.’</p> <p>Example: general answer lacking specific subject knowledge</p> <p>The government dealt with lots of issues and America grew to be really important.</p> <p>Other relevant responses should also be credited.</p>	10