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AMERICAN HISTORY (US)

0409/01

Paper 1 The Making of a Nation

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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.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **29** printed pages.

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.

Generic levels of response marking grids**Table 1**

The table should be used to mark the 6 mark part **(b)** questions.

Target: Demonstrating an understanding of historical explanation (AO1 and AO2)		Marks
Level 4	Explanation of at least TWO identified reasons.	6
Level 3	Explanation of ONE identified reason.	4–5
Level 2	Identifies AND/OR describes reasons. No valid explanations given for reasons.	2–3
Level 1	Valid general comment lacking specific subject knowledge.	1
Level 0	No evidence submitted or response does not answer the question.	0

Table 2

This table should be used to mark the 10 mark part **(c)** questions.

Target: Demonstrating the ability to analyse historical events and come to a substantiated judgment (AO1 and AO2)		Marks
Level 5	Explains with evaluation of 'To what extent' with a substantiated judgment. A developed explanation of both sides of agreement AND disagreement. Argument supported by relevant and accurate contextual knowledge.	10
Level 4	Explanation of both sides of agreement AND disagreement. Argument supported by relevant and accurate contextual knowledge. A simple explanation of both sides should be given 7 marks. Where one side has a more developed explanation, but the other side remains simple, this should be awarded 8 marks. Two developed explanations should be awarded 9 marks.	7–9
Level 3	Explanation of one-side of agreement OR disagreement. Supported by relevant and accurate contextual knowledge. Marks within this level should be decided on the quality of explanation. A one-sided answer no matter how detailed cannot be awarded more than 6 marks.	4–6
Level 2	Identifies AND/OR describes reasons. Deployment of relevant and accurate contextual knowledge. No valid explanations given for reasons.	2–3
Level 1	Valid general comment lacking specific subject knowledge.	1

Level 0	No evidence submitted or response does not answer the question.	0
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Question	Answer	Marks
1(a)	<p>Describe the purpose of the Articles of Confederation.</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 Articles of Confederation were designed to form a system of government for the new United States (1) both during and after the War of Independence. (1)</p> <p>They were signed by the original 13 states (1) and served as the first Constitution. (1)</p> <p>They were organized to make sure that states kept their power (1) and so reduce the power of any federal government. (1)</p>	4
1(b)	<p>Why did American colonists challenge British rule before 1776?</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>American colonists were unhappy with British rule before 1776 because they saw themselves as having little power but still being subject to the laws and taxes of the British government. One example of this came with the passing of the Stamp Act in 1765 which was a law that said that any printed materials had to be produced on stamped paper which was taxed by the British government. The colonists challenged the idea of the Stamp Act because not only was it expensive, but it undermined their ability to print and produce documents as they wished. Eventually the act was repealed by the British government.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Merchants in New England agreed to boycott British exports and many people began to wear American made clothes. • Colonists challenged the Townshend Act of 1767 by refusing to buy British goods; there was also an increase in smuggling and American manufacture. • In 1773 a group of colonists snuck onto a British ship and dumped all the tea in Boston harbour, this became known as the Boston Tea Party. • Colonists protested against the Quartering Act of 1774 which said that they had to house and supply British soldiers. <p>Example: general answer lacking subject specific knowledge</p> <p>The American colonists did not like being ruled by the British.</p>	6

Question	Answer	Marks
1(c)	<p>“The development of political parties was the most important factor in making the US more democratic before 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>The development of political parties in the late eighteenth and early nineteenth centuries was very important in the growth of democracy in the United States. Having two parties with different opinions on issues such as the States Rights and foreign affairs meant that ideas were discussed and developed. It also meant that arguments did not just become about the men who were making them. Having political parties also allowed more people to become involved in politics through campaigning and voting; this was especially true of Jacksonian Democrats during the 1820s. This shows how important political parties were to developing democracy.</p> <p>OR</p> <p>The Bill of Rights was very important for building the democracy of the United States because it limited the power of government and set out rights that were beyond the reach of politicians. Before they were ratified in 1791 many Anti-federalists were worried that the Constitution did not provide enough protection against an abuse of power by government. Therefore, the Bill of Rights was the most important step in making the United States a democratic country because it protected peoples’ rights in those first 10 amendments.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The First Party system was important in the first years of the nineteenth century when there were two main parties. • The Federalist Party was founded in the late eighteenth century by Alexander Hamilton and others. • The Democratic – Republican Party was formed by Thomas Jefferson and James Madison. • The Constitution was ratified in 1788 and is the basis of American democracy. <p>Example: general answer lacking specific subject knowledge</p> <p>Political parties were important because they tried to get people elected.</p>	10

Question	Answer	Marks
2(a)	<p>Describe the main events of the War of 1812.</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 British had control of the Great Lakes at the start of the war (1) this allowed British victories in Michigan and the Niagara Peninsula. (1) American troops were unprepared for war (1) and face the combined forces of the British army and Native American soldiers. (1) American troops surrendered Detroit in August of 1812 (1); this meant the United States lost control over most of the Michigan territory. (1) By 1813 the Americans were stronger with victory at the Battle of Lake Erie. (1) The British went up the Chesapeake to attack Washington, D.C. (1), famously burning the White House in 1814. (1) The British destroyed Washington’s public buildings, including the president’s mansion and the Treasury. (1) The attack on Baltimore and the Battle of Fort McHenry (1) inspired Francis Scott Key to write “The Star Spangled Banner”. (1)</p>	4

Question	Answer	Marks
2(b)	<p>Why did the United States go to war with Mexico in 1846?</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 war with Mexico which started in 1846 was part of a process whereby the United States were trying to expand in the South and South-West of the continent. The President, James Polk, was keen to expand in this part of the country as were many slave owners who wanted to expand into new territories. Polk and his followers hoped that by going to war with Mexico they could take control of New Mexico and California which meant lots of new land for the United States.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Conflict with Mexico began when the United States annexed Texas as a state in 1845. • Mexico claimed that the new border between Texas and Mexico was the Nueces River; while the United States contested the border was the Rio Grande. • Fighting began when a detachment of US cavalry was attacked near the Rio Grande. • Zachary Taylor and Winfield Scott led armies to a series of military successes that culminated in the capture of Mexico City in 1847. <p>Example: general answer lacking subject specific knowledge</p> <p>The United States wanted to stop Mexican attacks on the border.</p>	6

Question	Answer	Marks
2(c)	<p>“The continuing friendship with France was the most important factor in the growth of the USA before 1853.” 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 relationship between France and the United States has always been important even during the Revolutionary Wars. Between 1778 and 1783 the French provided supplies, arms, troops and ammunition to the Continental army and French assistance was crucial in securing British surrender at the battle of Yorktown. This shows that without French assistance the United States may not have existed in the first place, so it is vital to the growth 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 that helped the country to grow as it secured the Oregon territory. The treaty which was signed in 1846 set the boundary at the 49th parallel and meant that the United States could begin to concentrate on expanding in the South West of the continent.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • 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. • 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>Note: France was instrumental in recognizing the independence of Texas.</p> <p>Example: general answer lacking specific subject knowledge</p> <p>I agree because the French were always friends with the United States.</p>	10

Question	Answer	Marks
3(a)	<p>Describe the events of the Red River War 1874-1875.</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 Red River War was a military campaign launched by the United States Army in 1874 to remove Native American tribes from the Southern Plains. (1) These tribes included the Comanche and Arapaho. (1)</p> <p>The United States wanted to force these tribes to relocate to reservations in Indian Territory. (1)</p> <p>The war was mostly fought around the Texas Panhandle. (1)</p> <p>By 1874 most Native Americans did not have the supplies to continue fighting. (1)</p>	4
3(b)	<p>Explain why the Dawes Act of 1887 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 Dawes Act, also known as the Dawes Severalty Act, was designed to treat Native Americans as individuals rather than deal with tribal groups. It allowed the government to divide land into individual sections for Native Americans and meant that those who took this offer would be granted US citizenship. Many people believed that if Native Americans were encouraged to act like white farmers by owning their own land and speaking English they would become more “American”. The Act was designed to assimilate Native Americans into an American way of life.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The policy focused on breaking up reservations by providing individual parcels of land. • Some tribes were exempt from the law including those known as the Five Civilized Tribes. • The Dawes Act was named after Senator Henry Dawes from Massachusetts. • A lot of the land allocated to Native Americans included desert land that was unsuitable for agriculture. <p>Example: general answer lacking subject specific knowledge</p> <p>The government passed the Dawes Act to deal with Native American land.</p>	6

Question	Answer	Marks
3(c)	<p>“The Native American way of life had been destroyed well before the Battle of Wounded Knee in 1890.” 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>Native American way of life had been destroyed throughout the nineteenth century so I agree with the statement. For example, the Dawes Act of 1887 aimed to give Native Americans small plots of land to farm or manage. The idea was to make them more like white settlers. This did not work for many Native Americans as it was so different to their nomadic way of life. Many sold their land to white settlers and it was lost forever. By 1890 Native Americans on the Plains had lost over half their land to white settlers. This shows that the Native American way of life had largely been destroyed.</p> <p>OR</p> <p>The events leading up to Wounded Knee showed that there was still an active Native American way of life so it is possible to disagree with the statement. For example, the Ghost Dance was a religious idea that spread across Native American tribes. The Ghost Dance was a religious ceremony that was supposed to reunite the tribes and give them greater strength. The popularity of the idea showed that there was still a Native American way of life in the run up to Wounded Knee.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • [At Wounded Knee the United States army attacked the Native Americans with Hotchkiss guns leaving 300 Sioux dead.] • Chief Big Foot was killed in the attack at Wounded Knee • The Indian Removal Act of 1830 moved 5 major tribes from their lands in the East. • Schools which taught English and “Americanized” Natives were set up in the 1880s. • Impact of Westward Expansion and the Railroad on Native Americans. <p>Example: general answer lacking specific subject knowledge</p> <p>The Battle of Wounded Knee was the last stand of the Native Americans.</p>	10

Question	Answer	Marks
4(a)	<p>Describe the activities of John Brown during the 1850s.</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>John Brown attacked Harpers Ferry with 18 men (1) and was going to distribute weapons to freed slaves. (1)</p> <p>John Brown led an attack on pro-slavery forces at Potawatomie Creek in Kansas (1); this battle killed 5 men as part of “Bleeding Kansas”. (1)</p> <p>John Brown had received Northern money to help him with the attack on Harpers Ferry. (1)</p> <p>John Brown was tried and executed for treason on December 2, 1859. (1)</p>	4
4(b)	<p>Explain why the Slaughter House Cases of 1873 were important.</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 Slaughter House cases were part of a landmark judgement made by the Supreme Court in 1873 about the impact of the 14th amendment. The cases were concerned with butchers who had been denied the right to set up slaughter houses in New Orleans because one company had been given the privilege. They argued that this broke the rule in the 14th amendment about special privileges. However, the Supreme Court ruled against them saying only rights stated in the Constitution were protected. This was important because it showed that the 14th amendment had limits and did not give people a right to everything.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The case was about the right to operate slaughterhouses in New Orleans. • It was a decision for the Supreme Court to make about the impact of the 14th amendment • The 14th amendment was about people’s citizenship rights and included a section of privileges. • The decision of the Supreme Court said that only rights protected by the Constitution were applicable to the 14th amendment. <p>Example: general answer lacking subject specific knowledge</p> <p>It was important because it was about people’s rights after the Civil War.</p>	6

Question	Answer	Marks
4(c)	<p>To what extent was the Civil War fought over the struggle for power between federal and state governments? 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>Many of the disagreements leading up to the Civil War concerned the struggle for power between the federal and state governments. The issue of States Rights caused a disagreement as many felt that states could do as they wanted with regard to slavery or other law. Sometimes this was about slavery but it also included economic questions, for example after the California Gold rush in the late 1840s and the building of the Transcontinental Railroad. The Calhoun Doctrine showed the importance of States' Rights when it reaffirmed the sovereignty of each state and their right to leave the union.</p> <p>OR</p> <p>In reality the disagreements which caused the Civil War were nearly always about slavery even if they were presented as something else. The troubles in Kansas during the 1850s were often shown as something to do with decisions over state constitutions but in fact were about the ability of people to own slaves in the new territories. This shows that at the root it was slavery which caused the Civil War.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Compromise of 1850 increased the strength of Fugitive Slave laws. • Popular sovereignty was one way of states deciding what they wanted for themselves. • Lincoln challenged the idea of states seceding when he was elected. <p>Example: general answer lacking specific subject knowledge</p> <p>People did not like the federal government trying to have control over everything.</p>	10

Question	Answer	Marks
5(a)	<p>Describe the actions taken to stop child labor after 1850.</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>In 1881 the American Federation of Labour (1) passed a resolution calling on all states to ban children under 14 from working. (1) In New York laws were passed preventing cigar making in tenements. (1) where lots of very young children were employed. (1) Early unions often worked with women’s groups to try to outlaw child labor (1). Campaigns in some states for compulsory schooling. (1)</p>	4
5(b)	<p>Why did the economy of the Northern states grow so rapidly after 1850?</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 of the major reasons for the growth in the Northern economy after 1850 was the impact of the growth of the railroads. Increasing miles of track meant that goods could be shipped more quickly and cheaply to populations not only in the east of the United States but to ports which then meant global trade. This trade was often based on private enterprise which Northern states encouraged. Increased trading led to a growth in the economy generally.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • New territories and abundant natural resources – e.g. Gold in California • Inventions – 1870s – Automatic signals, air brakes, and knuckle couplers on the railroads; the Bessemer and then the open-hearth process in the steel mills; the telephone, electric light, and typewriter. 1880s – The elevator and structural steel for buildings, leading to the first “skyscrapers.” • The impact of important business figures such as Carnegie and Rockefeller. <p>Example: general answer lacking subject specific knowledge</p> <p>The Northern economy grew because they didn’t have slavery.</p>	6

Question	Answer	Marks
5(c)	<p>“Populism offered working people the best chance to improve their lives in the second half of the nineteenth century.” 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 Populist movement began as a pressure group for farmers and other agrarian workers in Texas. Many farmers were left in poverty by systems where they had to pay back landlords even when their crops failed. The Populist party was founded to try and represent these ideas on a national political level and so was focussed on trying to improve the lives of many of the nation’s workers. This shows that Populism was the best way that many had of trying to improve their lives.</p> <p>OR</p> <p>Other groups in the late nineteenth century tried to represent the ideas of other working people as well as farmers. From the late 1870s the Greenback Labor Party tried to connect the concerns of workers in cities with those in the countryside. This was shown when they supported the 8 hour day movement and unions being established in factories. This shows that Populism was not the only way for working people to fight for their rights.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In 1892 the Populist Party won 8.5% of the popular vote and carried five states. • Trade Unions became more popular and were designed to represent working people. • The Farmers’ Alliance wanted to protect farmers from industrial monopolies on goods they sold and bought. • In December 1890 the National Farmers Alliance and Industrial Union adopted the Ocala Demands. <p>Example: general answer lacking specific subject knowledge</p> <p>Populism was successful because lots of people wanted to vote for its ideas.</p>	10

Question	Answer	Marks
6(a)	<p>Describe the “pull factors” which encouraged people to migrate to the United States after 1850.</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 idea of freedom was important to many people and the US was seen as the Land of Liberty. (1) <i>Many Jews arrived in America from Eastern Europe in the 1880s to be able to worship freely without fear of persecution</i>. (1) People moved to the United States to improve their economic prospects (1); many immigrants from countries such as Ireland and Germany came because of the promise of economic prosperity. (1) Japanese workers moved to Hawaii towards the end of the nineteenth century (1); they got jobs growing fruit on the islands. (1)</p>	4
6(b)	<p>Why were some political groups opposed to immigration 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>Some political groups were worried about the influence of recent immigrants in the United States. For example, the Know Nothing movement objected to immigrants and Catholics being elected to political office. They campaigned for all immigrants to live in the United States for 25 years before they could become citizens. This would mean that only more established immigrants could hold office and have other benefits. These ideas represented the fear of some Americans about the numbers of new immigrants arriving in the country and the impact it would have on their way of life.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In 1856 Fillmore ran for President as a Know Nothing candidate but his campaign was a disaster. • The Panic of 1873 had meant hard economic times for many of the Northern industrial cities. • A lot of racist propaganda was produced against Chinese workers before the Chinese Exclusion Act was passed in 1882. <p>Example: general answer lacking subject specific knowledge</p> <p>People didn't like immigrants moving to the US.</p>	6

Question	Answer	Marks
6(c)	<p>“Increased immigration after 1850 had more negative than positive effects.” 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>Increased immigration after 1850 had many negative effects. One of these was the way it supported corrupt political power in big cities. As part of the “Boss” system in New York City, Irish laborers supported William M. “Boss” Tweed in return for him providing jobs through work programs. Immigrants often benefited from the “Boss” system in a time where there was no welfare system but it brought a lot of corruption and criminality to cities. This shows that increased immigration from different groups was often negative.</p> <p>OR</p> <p>Immigration after 1850 often had positive effects. Large groups of immigrants often occupied specific areas of cities and changed the culture by introducing new food, clothing, language, and entertainment. For example, hundreds of thousands of Finns arrived from Scandinavia in the last decades of the nineteenth century transforming areas of Michigan and Minnesota where they lived in largely Finnish communities. This shows that there were not always problems associated with immigration.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Immigration led to overcrowding in cities such as New York where sanitation was poor and disease could spread easily. • Many Chinese workers were welcomed on the West coast after 1850 as they did jobs that white workers were reluctant to do. • Many migrant groups such as the Irish and Scandinavians started schools so that they could teach their own culture to children and also start to integrate. • Gang violence between different groups in cities like New York. <p>Example: general answer lacking specific subject knowledge</p> <p>People often didn’t like new immigrants arriving in cities and it caused problems.</p>	10

Question	Answer	Marks
7(a)	<p>Describe the ideas of Robert M. La Follette.</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>Robert M. La Follette introduced Progressive ideas (1) in his home state of Wisconsin. (1) He supported direct primary elections (1) which meant candidates could choose their own candidates for office. (1) La Follette worked with the university to develop the Wisconsin Idea (1) and called it a “laboratory of democracy.” (1)</p>	4
7(b)	<p>Explain why people increasingly disagreed with ‘yellow dog contracts’ after 1890.</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>Yellow dog contracts referred to clauses in contracts which workers signed where they promised not to join a labor union. People often disagreed with them because they were used by employers to force poor working conditions onto workers. In 1898 the Erdman Act had been passed which prevented the use of yellow dog clauses on the railroads. It would take a long time before their use was outlawed more generally.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In 1915 a precedent was set that teacher could not join unions using yellow dog clauses. • In 1908 the Supreme Court struck down the Erdman Act, in a case called <i>Adair vs. US</i>. • Unions argued against the use of yellow dog contracts in the early twentieth century. <p>Example: general answer lacking subject specific knowledge</p> <p>Yellow dog contracts were unfair to workers.</p>	6

Question	Answer	Marks
7(c)	<p>“The greatest change to the lives of ordinary people before 1920 was brought about by the reaction to <i>The Jungle</i> by Upton Sinclair.” 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>Upton Sinclair published his fictionalised account of Chicago’s meat packing industry in 1906 and it had a huge impact on the lives of ordinary people. As a direct result of the public outcry around the book President Roosevelt set up a public commission to look at the issues of health and hygiene around meat production. He then passed the Meat Inspection Act of 1906 which was designed to protect the quality of meat entering the system. This shows that <i>The Jungle</i> had a vital impact on people’s lives.</p> <p>OR</p> <p>It could be argued that incidents such as the Triangle Shirtwaist Factory fire had a bigger impact on the working conditions of ordinary Americans at the beginning of the twentieth century. The Triangle Shirtwaist Factory fire killed 146 workers and was the deadliest industrial disaster in the history of New York. Many of the workers were recently arrived Italian and Jewish immigrants who had been locked in the building by the owners. The fire was important because it led to laws being passed to improve factory standards.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Upton Sinclair was a muckraker who highlighted poor living and working conditions. • <i>The Jungle</i> showed many people the problems that the Progressive movement had been campaigning on. • How the <i>Other Half Lives</i> was another book that showed how bad living conditions were. • Other muckraking journalists highlighted injustices in many areas. <p>Example: general answer lacking specific subject knowledge</p> <p><i>The Jungle</i> was important because it showed people how horrible things were in factories.</p>	10

Question	Answer	Marks
8(a)	<p>Describe the impact of assembly line production on the US economy during 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>Assembly line production sped up the manufacture of goods (1); which made goods cheaper and stimulated demand. (1) The assembly line simplified jobs for workers (1); and was copied by many industries. (1) Henry Ford used an assembly line when making cars (1); his River Rouge plant became the largest factory in the world. (1) Mass production was also able to transform other industries during the 1920s. (1)</p>	4
8(b)	<p>Explain how the development and use of electricity helped to encourage new industries in 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>Electricity became increasingly important during the 1920s as people wanted the new technology. Campaigns such as the Electrify Your Home campaign encouraged people to fit electricity in their homes and by 1930 it was estimated that 85% of all homes in cities had electricity. This meant that people wanted new types of goods which were powered by electricity such as vacuum cleaners and refrigerators. These industries transformed the economy of the United States during the 1920s.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Electrify Your Home campaign encouraged the majority of households to have electricity fitted. • Electricity also had a significant impact on the entertainment scene with an increase in radio ownership and movie theater technology. • Electricity was used in production lines and had an impact in the wider petroleum industry. <p>Example: general answer lacking subject specific knowledge</p> <p>People bought new things that were electric.</p>	6

Question	Answer	Marks
8(c)	<p>To what extent was the growth of the marketing and advertizing industry the main cause of economic prosperity in the United States during 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>During the 1920s many people read magazines and tabloids such the Lady’s Home Journal or the New York Daily News. These magazines were full of sports stars and celebrities advertizing the latest products and this became a very successful way of selling things. In 1925 Bruce Barton’s book <i>The Man Nobody Knows</i> compared advertizing and religion saying that Jesus Christ would have been an advertizing man in modern day America. This shows how central advertizing was to the economy and prosperity of the United States during the 1920s.</p> <p>OR</p> <p>Arguably more important than advertizing for the boom of the 1920s were the consumer goods that were available to many more people. One example of this was the automobile industry, which combined low prices and affordable credit to make a car something that everyone wanted to own. For example, the Ford Model T cost \$260 in 1924 and by 1929 there was one car on the road for every five Americans. This shows that it was not just about advertizing but about new methods.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • New style tabloid magazines such as the New York Daily News launched after the First World War covering crime, sport and scandal. They also included lots of adverts. • Coca-Cola changed its advertizing in the 1920s to show the drink as a “fun” consumer product. • Electric refrigerators, washing machines, and irons saved hours of work every week. • New methods of canning and freezing made food cheap to buy and store. • Use of advertizing on the radio. <p>Example: general answer lacking specific subject knowledge</p> <p>Marketing and advertizing encouraged people to buy things in the 1920s.</p>	10

Question	Answer	Marks
9(a)	<p>Describe the problems caused by overproduction in the late 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>By the end of the 1920s there were too many consumer goods in the market (1); people did not need to buy a new car or refrigerator all the time. (1) America was struggling to sell its excess goods abroad (1); this was because of the tariffs that countries had put on American goods in retaliation for America's own tariffs. (1) Overproduction was particularly a problems for farmers in the 1920s (1); they had produced too much food for a long time and falling prices meant that many were put out of business. (1)</p>	4
9(b)	<p>Why was speculation on the stock market seen as a cause of economic problems?</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>During the 1920s there were very few rules and regulations regarding trading on the stock market. This led to many people buying shares on margin or using borrowed money. This meant that people needed the stock market to go up to pay back the debt for loans they had taken out when buying shares. This speculation was a problem because when stocks began to fall slightly it prompted a massive sell off and led to further problems with the stock market.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Many ordinary people began to buy shares as a result of the government selling War Bonds during the First World War. • People often bought shares on margin expecting to make quick money • People who lost money through stocks went onto have further economic problems. • The image of those who took part in speculation. <p>Example: general answer lacking subject specific knowledge</p> <p>People got worried about the price of shares and sold everything.</p>	6

Question	Answer	Marks
9(c)	<p>“The New Deal did not tackle the underlying problems of the United States economy.” 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>Although the New Deal tried to make many changes to the American economy it was not successful in many areas. For example, when Roosevelt became President in 1932 there were 15 million unemployed people but by 1939 there were still 10 million people without jobs. This shows that the New Deal did not really tackle the fundamental problem of unemployment that led to the Great Depression for millions of Americans.</p> <p>OR</p> <p>The most successful parts of the New Deal changed the way that the economy ran and the way that ordinary people thought about the role of the government. For example, agencies like the Tennessee Valley Authority changed people’s lives across several states. The TVA built dams to stop the flooding in winter and the droughts in the summer. The cheap hydroelectricity these dams produced attracted new industries to the area, improved transport and helped farmers. This shows that the New Deal made big changes to the American economy.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Emergency Banking Act made the financial system more open and honest and helped restore confidence • The Agricultural Adjustment Act reduced production in order to end “overproduction”, increased prices and provided subsidies to farmers • A national welfare system was established to provide social security (unemployment benefit) and pensions. • It was not until the beginning of the Second World War that the problem of unemployment was actually solved. <p>Example: general answer lacking specific subject knowledge</p> <p>The New Deal did not help lots of people in America.</p>	10

Question	Answer	Marks
10(a)	<p>What was meant by the term “Jim Crow” in the early twentieth century?</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>Jim Crow was the name for a series of anti-African American laws (1) that operated in the Southern states of America up until the 1960s. (1) Jim Crow made the racism of many people feel legitimate through laws. (1) Under Jim Crow blacks and whites were not supposed to eat together (1) and white customers would always be served first. (1) Jim Crow included laws on segregation of public spaces (1); for example rest rooms and waiting rooms. (1)</p>	4
10(b)	<p>Explain why Booker T. Washington proposed the Atlanta Compromise in 1895.</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>Booker T. Washington believed that Reconstruction after the Civil War had gone wrong by offering African Americans too much too soon. His speech which proposed the Atlanta Compromise was designed to encourage African Americans to accept social segregation as the price for acquiring education and economic improvement. This meant that African Americans should accept a slow pace of change in exchange for some improvements.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Atlanta Compromise was a speech to Southern White leaders • The speech suggested that black people would follow white laws in exchange for reassurance that they would be offered a basic education and fairness in law. • He suggested providing African Americans with a basic education and training. • He didn't want black people to fight back against social segregation. <p>Example: general answer lacking subject specific knowledge</p> <p>Booker T. Washington wanted to make things better for African Americans and gave the Atlanta Compromise speech.</p>	6

Question	Answer	Marks
10(c)	<p>“Martin Luther King was the most effective Civil Rights campaigner in the years before 1968.” 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>Martin Luther King was the most effective Civil Rights campaigner in this period. This was because he was highly skilled at leading protests which gained public attention. For example, King led the Montgomery Bus Boycott which began in 1955 and lasted for 381 days. The boycott gained national attention and was a chance for King to explain his principles of non-violence. In the end the boycott helped to change the law. This shows what a successful civil rights campaigner Martin Luther King was.</p> <p>OR</p> <p>There were other very successful Civil Rights campaigners in this period, for example The Student Nonviolent Coordinating Committee (SNCC) worked with King but also disagreed on some tactics. They wanted to look beyond integration to broader social change. In 1966 Stokely Carmichael became their leader and argued for “Black Power”, which had a big effect on the way many younger African Americans saw themselves. This approach of other campaigners became more important during the 1960s.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • King worked with other campaigners to establish the Southern Christian Leadership Conference (SCLC). • King led the voting rights march in Selma in 1965 which led to the Voting Rights Act being passed. • Malcolm X believed that African Americans should use “any means necessary” to gain equality. • King led high profile rallies – such as the March on Washington where he gave his “I have a dream” speech. <p>Example: general answer lacking specific subject knowledge</p> <p>Martin Luther King was very effective because he made everybody think about Civil Rights.</p>	10

Question	Answer	Marks
11(a)	<p>Describe the Yalta conference, 1945.</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>At Yalta President Franklin D. Roosevelt (1) met with Stalin and Churchill. (1)</p> <p>The allies decided that Germany would be divided into four zones (1) controlled by the United States, the Soviet Union, Great Britain and France. (1)</p> <p>The German capital Berlin would also be divided into four zones (1).</p> <p>It was decided that all countries under Nazi control would be allowed to hold free elections (1), although Stalin was promised a “sphere of influence.” (1)</p> <p>The Allies agreed to set up the United Nations. (1)</p>	4
11(b)	<p>Why was the Truman Doctrine announced in 1947?</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>By 1947 the United States was becoming increasingly concerned about events in Eastern Europe as many countries turned to Communism. Truman was concerned about Greece becoming Communist as it was an important ally and so told Congress that it was the United States’ job to stop the spread of Communism. This idea became known as Containment and was a key part of the Truman Doctrine. Above all President Truman was concerned with stopping the Soviet Union from spreading its influence in Europe.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Truman Doctrine signalled that the United States was prepared to intervene in countries where Communism was a threat. • In 1947 Great Britain told Truman that they could no longer afford to keep troops in Greece. • Countries such as Yugoslavia and Czechoslovakia had already become Communist. <p>Example: general answer lacking subject specific knowledge</p> <p>President Truman wanted to stop the Soviets from taking over in Europe.</p>	6

Question	Answer	Marks
11(c)	<p>“The policy of détente pursued by the United States during the 1970s was successful.” 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 policy of détente was successful because it did allow the United States and the Soviet Union to talk to each other and use “basic principles” when trying to stabilise their relationship. In 1972 President Nixon made a visit to China. This shows that conflict was less likely during this period because the two superpowers were talking to each other and trying to reduce the numbers of different weapons.</p> <p>OR</p> <p>The policy of détente was often not successful at lessening tension because countries did not follow the rules or found ways around them. For example, neither the United States nor the Soviet Union kept to the SALT1 agreement and they did not reduce their conventional weapons. This shows that détente was not really a success as it didn’t reduce the threat to world peace.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Helsinki Agreement achieved nothing – it confirmed the Iron Curtain and Russia ignored its promises about human rights. • In the Arab-Israeli War of 1973, the US supported Israel, and Russia supported Egypt and Syria. • SALT II: It was eventually signed in Vienna in 1979 (but it was never ratified). • The Soviet Invasion of Afghanistan led to a deterioration of the relationship. <p>Example: general answer lacking specific subject knowledge</p> <p>Détente was successful because it stopped nuclear war.</p>	10

Question	Answer	Marks
12(a)	<p>What was meant by the term “conglomerate” to describe business during the 1950s?</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>A conglomerate is a company that has businesses in lots of different sectors (1) in the 1950s International Telephone and Telegraph bought Sheraton Hotels and Avis Rent-a-Car. (1) Conglomerates were popular because they were not affected by anti-Trust laws that had been passed. (1) Textron Inc. began as a parachute and textiles company (1) but by the 1960s was involved in cement and helicopters. (1)</p>	4
12(b)	<p>Explain why President Johnson wanted to create a “Great Society.”</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 of the main goals of the Great Society was to tackle poverty in the United States. President Johnson declared a war on poverty and spent \$3 billion in the years after 1964. He used programmes like Jobs Corps to help disadvantaged young people to develop marketable skills. His aim was to create a country where poverty was ended for good.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Elementary and Secondary Education Act was passed in 1965 and gave federal help to schools. • He tried to improve healthcare with Medicare and Medicaid. • President Johnson wanted to improve the lives of African Americans. <p>Example: general answer lacking subject specific knowledge</p> <p>President Johnson wanted to make America a better place for people to live.</p>	6

Question	Answer	Marks
12(c)	<p>To what extent were the economic issues experienced by the United States during the 1970s caused by spending on the Vietnam war? 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>Government spending on the Vietnam war had a huge impact on the economy of the United States. For example, 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 factors were the cause of many of the economic issues experienced during the 1970s.</p> <p>OR</p> <p>There were other issues with the American economy in the 1970s which were more important than the spending on the Vietnam war. For example, 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. This highlighted a major weakness in the American economy and had a direct impact on many Americans because gas was in short supply. This shows that it was not just war spending that caused problems during the 1970s.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • 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. • Sending so much of what was produced by the economy overseas meant that the dollar was weakened as a currency. <p>Example: general answer lacking specific subject knowledge</p> <p>The Vietnam war cost a lot of money which was a big problem for the United States.</p>	10