



Cambridge IGCSE™

AMERICAN HISTORY (US)

0409/01

Paper 1 Making of a Nation

May/June 2021

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 **30** 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 & 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 analyze historical events and come to a substantiated judgment (AO1 & 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

Question	Answer	Marks
1(a)	<p>What was the Bill of Rights, 1791?</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 Bill of Rights was the document that included the first ten amendments to the Constitution [1]; they were designed to ensure that the Constitution included rights. [1]</p> <p>The right to freedom, religion and the press is protected in the Bill of Rights [1]; this was designed to maintain tolerance in the United States [1].</p> <p>The right to a fair trial is included in the Bill of Rights [1]; this came from ideas included in the Magna Carta. [1]</p> <p>The Bill of Rights gives rights to the States [1]; this would later cause arguments over the power of federal vs. state governments. [1]</p> <p>The Second Amendment was the right to bear arms.[1]</p>	4

Question	Answer	Marks
1(b)	<p>Why did the Articles of Confederation not last as a system of government?</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 Articles of Confederation were designed to form a system of government for the new United States after their victory in the War of Independence. However, they did not last because there were disagreements over many issues facing the new country. One of these issues was the sale of land on the frontier and control of the Western territories. The states that did not have frontier borders wanted the government to control the sale of these lands so that all states could benefit. States that did have frontier borders wanted to control as much of the territory land as they could, in the hopes of expanding their borders or making a profit from its sale. This led to people looking for a new system of government which would be stronger.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • There were disagreements over conflicting decisions made by state courts. • There was no national army or navy as part of the Articles. • Smaller states wanted equal representation in Congress. • Larger states felt it was unfair that taxation was based on population. • There were disagreements about whether Congress should be able to raise money through taxation. <p>Example: general answer lacking subject specific knowledge</p> <p>The Articles of Confederation were too weak to form a system of government.</p>	6

Question	Answer	Marks
1(c)	<p>To what extent did the policies of President Jackson make the United States a democratic country?</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>In some way the ideas of President Jackson did make the country more democratic. The expansion of the voting franchise was a very important feature of Jacksonian democracy because it increased the numbers of people involved in politics. The Jacksonians believed that voting rights should be extended to all white men and that requirements associated with wealth or property ownership should be removed. This shows that more people were involved in voting and so the country was more democratic.</p> <p>OR</p> <p>On the other hand, Jacksonian democracy could be seen as undemocratic because it promoted the power of the presidency and the executive branch of government rather than the power of Congress. The elected representatives of the nation sat in Congress and the President was only one man so it was not particularly democratic to push for more power in that branch of government</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Jacksonians demanded that judges were elected rather than appointed. • Jackson and his supporters disliked patronage including the spoils system that place people in political office. • Jackson was opposed to banks because he thought they cheated the common people. • Jackson was involved in the Nullification Crisis of 1832 which was about how much power state governments had. • Jackson was not concerned with the rights of women or African Americans. <p>Example: general answer lacking specific subject knowledge</p> <p>President Jackson believed in Jacksonian democracy.</p>	10

Question	Answer	Marks
2(a)	<p>Describe the impact of the Louisiana Purchase of 1803.</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 Louisiana Purchase doubled the size of the United States overnight. [1] This gave the new country large amounts of land and natural resources. [1] Napoleon arranged the sale of c.827 000 square miles of land [1]; it ended French colonialism in the mid-west of the United States. [1] The United States gained the port of New Orleans. [1] This port was important for trading all across the Caribbean and Atlantic Ocean. [1] It started the desire of many to control the entire continent. [1]</p>	4
2(b)	<p>Explain why the Treaty of Guadalupe Hidalgo (1848) was signed.</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 Treaty of Guadalupe Hidalgo was signed in 1848 to decide on the new borders and who held what land in the South West of the United States. In one of the terms Mexico gave up all claims to Texas which settled a decade long dispute between the American government, settlers in Texas and Mexico. The treaty was signed to consolidate the land which American troops had taken over as a result of the war.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The treaty ended the war with Mexico which had been fought since 1846 • Mexico City fell to American troops in September 1847 and peace negotiations began. • The treaty brought the land that makes up present-day Arizona, California, Colorado, Nevada, New Mexico, Utah and Wyoming under U.S. control. • The United States paid Mexico \$15 million to settle the claims of Mexican Citizens against the US. <p>Example: general answer lacking subject specific knowledge</p> <p>The treaty ended the war with Mexico.</p>	6

Question	Answer	Marks
2(c)	<p>“The United States grew before 1853 mostly through its relationship with Great Britain.” 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 treaty that was signed with Britain over the Oregon Territory and the border of Canada saw the United States gain more territory. As many more people flocked to Oregon in the 1830s and 40s there had to be a decision about where the border lay. The treaty that was signed in 1846 set the boundary at the 49th parallel; this showed that a peaceful relationship with Great Britain helped establish the borders of the United States.</p> <p>OR</p> <p>However, relationships with other countries were also important in allowing the United States to grow. At the beginning of the nineteenth century Spain lost a lot of its power in the Americas and this meant that the United States could take control of territory previously held by the Spanish. For example, in 1819, the United States was able to take control of Florida whilst Spain was struggling to control independence movements across the continent. This shows that being more powerful than Spain helped the United States to grow.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In 1821 Mexico gained independence from Spain and later the United States took control of some of its territory. • In 1846 the United States annexed Texas which had previously been land controlled by the Spanish empire. • In 1803 good relationships with France allowed the United States to complete the Louisiana Purchase. • The victory in the War of Independence allowed the United States to control the east of the continent. <p>Example: general answer lacking specific subject knowledge</p> <p>The United States and Great Britain were often at war.</p>	10

Question	Answer	Marks
3(a)	<p>What was the Pontiac Rebellion, 1763?</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>Pontiac’s Rebellion took place in the Great Lakes region [1]; Native people rebelled against the British. [1] The Pontiac Rebellion lasted for three years from 1763 to 1766.[1] The rebellion was named after Pontiac, the chief of the Ottawa tribe. [1] Pontiac was worried that the British would not treat them the same as the French had done [1] after the end of the French Indian War. [1] Pontiac's military strategy resulted in eight forts being captured [1]; and tribal forces were successful at wiping out many frontier settlements.[1]</p>	4
3(b)	<p>Why did Custer lose the Battle of the Little Bighorn?</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 defeat of George Custer and his troops at Little Bighorn was a big blow for the United States army. During the battle Custer showed several weaknesses. For example, he acted alone and didn’t follow the instructions of his guide to wait for reinforcements. Even though Gibbon had told him “Custer don’t be greedy, wait for us” he continued with the attack. This showed that he was more interested in the glory of victory and the political power that it would give him. He underestimated the strength of the Sioux and their allies which meant that he lost.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Sioux were joined by the Cheyenne and Arapaho, making an army of more than 3000 warriors. • Custer marched his men through (not round) the Wolf mountains, to arrive at the Sioux camp first. • General George Custer divided his 600 men into three groups. <p>Example: general answer lacking subject specific knowledge</p> <p>The Native Americans were too strong for the US army at Little Bighorn.</p>	6

Question	Answer	Marks
3(c)	<p>“The events at Wounded Knee in December 1890 were the most important factor in the destruction of Native American culture after 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 events at Wounded Knee in 1890 destroyed the Native American culture. The events leading up to Wounded Knee showed that there was still an active Native American way of life. For example, the Ghost Dance was a religious idea that spread across Native American tribes. However, the massacre at wounded knee where the United States army attacked the Native Americans with Hotchkiss guns leaving 300 Sioux dead; finally destroyed this culture. Never again after this point could Native American tribes rally together in this way to resist the US government.</p> <p>OR</p> <p>In reality the culture of Native American tribes had been largely destroyed before the massacre at Wounded Knee in 1890. Westward Expansion, which gained pace after 1840, meant that more white settlers moved West into Native territory and threatened their way of life. One of the major impacts of this was the destruction of the buffalo population which many Native Americans relied on. This shows that ongoing factors were more important in destroying Native American culture than one event.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Chief Big Foot was killed in the attack at Wounded Knee • Schools which taught English and “Americanized” Natives were set up in the 1880s. • Impact of Westward Expansion and the Railroad on Native Americans. • Impact of death of Custer and use as propaganda by the US government. <p>Example: general answer lacking specific subject knowledge</p> <p>Many Native Americans were killed at Wounded Knee.</p>	10

Question	Answer	Marks
4(a)	<p>What were the Black Codes?</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 codes were passed in the South in 1865 and 1866 [1] to restrict the freedoms of African Americans [1].</p> <p>Black codes often tried to force African Americans to work for low wages [1] or in systems which were designed to get them into debt [1].</p> <p>White southerners wanted to control the labor and movement of recently freed African Americans. [1]</p> <p>Some of the most important Black Codes dealt with vagrancy [1]; men who were out of work or not working in a recognized job were criminalized. [1]</p>	4
4(b)	<p>Explain why events in “Bleeding Kansas” increased sectional tensions in the 1850s.</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 events in Kansas during the 1850s showed how split the country was over sectional issues and the lengths that people would go to in order to defend their side of the argument. The name “Bleeding Kansas” was given to the territory because of real blood shed that occurred, for example at the Battle of Osawatimie in 1856. Slavers attacked the town hoping to destroy the abolition settlement and move on to the capital of Topeka but the town was defended by John Brown and his men. John Brown’s son was killed in the fighting. This increased violence is an example of the way in which the events in Kansas made sectional tensions worse.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Part of the Kansas-Nebraska Act was the inclusion of Popular Sovereignty; this encouraged settlers to move to the territory. • The state was flooded by pro-slavery settlers and abolitionists wanting to vote in elections and decide how the state should be run. • Two state capitals were set up; one that was pro-slavery in Lecompton and one that was pro-abolition in Topeka. • People from across the United States saw the events in Kansas as a predictor of future events. <p>Example: general answer lacking subject specific knowledge</p> <p>Lots of people were killed or injured in the fighting in Bleeding Kansas.</p>	6

Question	Answer	Marks
4(c)	<p>“Reconstruction was a failure.” 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>In many ways Reconstruction was a failure in that it did not unite the country and didn't safeguard the lives of freed African Americans. By 1877 all ex-Confederate states were controlled by white Democratic politicians and white control in the South meant that the lives of black people changed very little after the Civil War. There was still a lot of disagreement over the use of Black Codes and later Jim Crow laws which severely restricted the freedoms of African Americans. In reality the North and South remained two very different places in spite of the process of Reconstruction which proves it was a failure.</p> <p>OR</p> <p>However, many of the aims of Reconstruction were met and so it cannot be described as a failure. For example, Southern states were quickly readmitted to the Union after 1865 and although there were disagreements over how the South was organised these problems were resolved. There were very few reprisals such as arrests or trials of important members of the Confederacy which showed that the wounds of the Civil War were being healed. The Compromise of 1877 saw the Southern states accept Rutherford B Hayes as a Republican President which shows the success of Reconstruction.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • As a result of the Compromise of 1877 the United States was clearly one country, led by one President. • The North generally treated the South in quite a lenient way after the end of the Civil War. • By 1877 all ex Confederate States were ruled by white Democrats who were against black rights. • There were lots of disagreements throughout reconstruction, such as the actions of President Johnson and the events of Republican military reconstruction. • Freedman's Bureau – gave opportunities to black people in the South for education and work. <p>Example: general answer lacking specific subject knowledge</p> <p>Reconstruction was a success because there was peace after the Civil War.</p>	10

Question	Answer	Marks
5(a)	<p>Describe the aims of labor unions in the second half of the nineteenth 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>The Knights of Labor argued for an eight-hour working day [1] and the end of child and convict labor. [1] The Knights of Labor let women and African Americans join.[1] The American Federation of Labor founded in 1886 [1]; mainly supported skilled people in craft unions. [1] Many unions also supported the passing of the Chinese Exclusion Act [1] because they were worried about foreign labor. [1]</p>	4
5(b)	<p>Why were there concerns, after 1850, about living conditions in cities?</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 Many people who lived in cities in the late nineteenth century lived in cramped conditions. This meant that disease was able to spread quickly especially if it was airborne. Dirty water and lack of sanitation also caused diseases such as cholera to spread quickly amongst neighbourhoods. There was a cholera epidemic in New York in 1866 which caused a lot of concern in the city.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The rapid growth of cities meant that a lot of housing was poor quality and lots of people lived in cramped tenement buildings. • Sanitation was a problem in many poorer neighbourhoods which had no running water or sewerage systems. • People often worked where they lived, and this was a fire or health hazard. • New theories about how disease was spread made people more concerned about living conditions. <p>Example: general answer lacking subject specific knowledge</p>	6

Question	Answer	Marks
5(c)	<p>To what extent was the Populist movement successful in the late nineteenth century?</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 was successful as it managed to get many of its main issues onto the political agenda. The fears of the Farmers movements which were a part of the Populist movement about trade, monopolies and currency became some of the main talking points of the late 1880s and early 1890s. This shows that even though they were not successful in elections they still made a difference.</p> <p>OR</p> <p>The results of the 1892 Presidential election show that the Populist movement was not really successful. The Populist candidate James B. Weaver only won 8.5% of the vote and five electoral college states. This shows that although the ideas of populism were important to some people they didn't really matter to people across the United States.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In the 1892 election the Populist Party won 8.5% of the popular vote and carried five states. • 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 liked the ideas they had.</p>	10

Question	Answer	Marks
6(a)	<p>What did the idea of the “Land of Liberty” mean in the late nineteenth 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>For many people across the world the United States represented freedom. [1] This meant freedom from religious and political persecution. [1] Many Jewish people travelled to the United States in the 1880s [1] as the result of persecution in Russia and Eastern Europe. [1] The Statue of Liberty was built in the 1870s [1] as a message to the world that the United States was a place of freedom. [1]</p>	4
6(b)	<p>Why did Japanese workers move to Hawaii after 1885?</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>Most of the workers who arrived in Hawaii after 1885 were single men looking for work. There were large sugar cane and pineapple plantations in Hawaii which needed workers to produce goods. These plantations were often controlled by large American companies even though Hawaii was not yet a state of the US. This meant that Japanese workers were freer to come to Hawaii than move to the United States which had restrictions on immigration.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The first 153 Japanese immigrants arrived in Hawaii on February 8, 1885 as contract laborers for the sugarcane and pineapple plantations • Hawaii operated like a country run by big businesses rather than a democracy in the 1880s. • Before 1900 Japanese immigrants were bound by 3–5 year contracts which they could not be released from. <p>Example: general answer lacking subject specific knowledge</p> <p>Japanese people arrived in Hawaii to grow pineapples.</p>	6

Question	Answer	Marks
6(c)	<p>To what extent was opposition to immigration after 1860 based on economic concerns?</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>Immigrants to the United States often received negative reactions because they were seen as being a threat to the economic prosperity of others. For example, in 1882 the Chinese Exclusion Act was passed. Many people were worried about the increase in Chinese people moving to America and working as cheap labourers in cities. There were similar reactions against new immigrants in the late nineteenth century such as Italians and other southern Europeans. This shows that people were mostly concerned with how immigration had an impact on their economic situation.</p> <p>OR</p> <p>However, there were often negative reactions to immigration because of the wider beliefs of people regarding foreigners. 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. This shows that some people were less worried about economic issues and were more concerned with religious and political issues.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • 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. • Immigration led to overcrowding in cities such as New York where sanitation was poor and disease was often rife. <p>Example: general answer lacking specific subject knowledge</p> <p>People were worried about immigrant because they often took low paid jobs.</p>	10

Question	Answer	Marks
7(a)	<p>Describe the living conditions of poor people in American cities in the period 1890–1920.</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> <ul style="list-style-type: none">• There was no system of sanitation in many cities. [1] In New York dead animals could lie in the streets for weeks without being properly disposed of. [1]• The system of street cleaning in New York was very corrupt and meant that rubbish didn't get moved.[1]• By 1900 2.3 million people were living in tenements, this was two-thirds of the city's population. [1]• People lived in very cramped conditions which caused disease [1]; the muckraker Jacob Riis showed pictures of poor housing in his book <i>How the Other Half Lives</i>. [1]	4

Question	Answer	Marks
7(b)	<p>Explain how “muckraking” journalists influenced politicians in the early twentieth 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>“Muckraking” journalists clearly influenced politicians in the early twentieth century. Initially the “muckrakers” were treated by politicians with disrespect but it was not long before they were taken seriously. After President Roosevelt read Sinclair’s <i>The Jungle</i>, he informed the writer that he would investigate his claims about the existence of corruption in the food industry to see if they could be proved. This led to the passing of the Food and Drug Act in 1906 showing that muckrakers had real influence.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Other “muckrakers” such as Lincoln Steffens and Ida Tarbell were very successful in uncovering hard evidence about corruption in city politics (St. Louis) and big business (Standard Oil Company). • The “muckrakers” were mainly journalists such as Upton Sinclair, who highlighted some of the corruption that was apparent in politics and the world of business. • President Roosevelt coined the phrase “muckraker” to describe the work of the journalists which, at first, he disapproved of. <p>Example: general answer lacking subject specific knowledge</p> <p>“Muckrakers” caused lots of trouble by printing stories about things that were wrong in society.</p>	6

Question	Answer	Marks
7(c)	<p>“The policies of Progressivism were only achieved at state level.” 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>In many ways it is true that the real achievements of Progressivism only happened in local contexts. For example, 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. 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>OR</p> <p>There were some successes for Progressive ideas on a national level and many of these had an impact on the way people lived. For example, in 1913 the 17th amendment to the Constitution was passed which allowed for the direct election of Senators. This meant that people had a direct way of electing powerful politicians rather than state governments having that power. This shows that Progressive ideas did have an impact nationally rather than just at a local level.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • La Follette was the Governor of Wisconsin and a Senator in the early 1900s. • La Follette believed in Progressive ideas and carried them out in Wisconsin. • La Follette worked with the university to develop the Wisconsin Idea and called it a “laboratory of democracy”. • In 1911 the California Governor Hiram Johnson established the system of Initiative, Referendum and Recall where voters could remove unpopular politicians and replace them. • The 16th amendment allowed Congress to take income tax from people. • Governor Varderman in Mississippi – Progressive ideas in the South. <p>Example: general answer lacking specific subject knowledge</p> <p>Progressives wanted the country to be fairer to everyone no matter where they lived.</p>	10

Question	Answer	Marks
8(a)	<p>Describe what was meant by the term “laissez-faire” 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>In the 1920s, Republican presidents tried to interfere with the economy as little as possible. [1] The federal government kept taxation low [1]; they believed that this would help businesses make and invest more money. [1] Andrew Mellon, the Secretary of the Treasury, said “a decrease in taxes causes an inspiration to trade and commerce”. [1] Presidents Harding and Coolidge [1] believed that the individual was better at making decisions than the federal government. [+1]</p>	4
8(b)	<p>Explain how the term “New Woman” was used during 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>Women living in cities found that their lives changed during the 1920s. They now had new equipment to help them with housework such as vacuum cleaners and washing machines. This meant that they had more time to do things outside the home such as work and socialise. This led to the term “New Woman” being used to describe “modern” working women who also liked to dance, drink and smoke. This was certainly not the case for all women, but it was a popular idea at the time.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Women had been given the right to vote in 1920; and the number of women working increased by 25% in the decade. • The New Woman was independent and wore clothing that was more practical rather than long skirts and corsets. • Some of these women were known as “flappers”; they smoked in public and danced the new dances. • Divorce rates rose as getting divorced was made easier. <p>Example: general answer lacking subject specific knowledge</p> <p>Women could do what they liked in the 1920s and this was new.</p>	6

Question	Answer	Marks
8(c)	<p>“The mass production of consumer goods transformed the lives of Americans in the 1920s.” 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 mass production of consumer goods transformed the lives of many Americans. Mass producing goods such as cars and vacuum cleaners made them cheaper so that more people could afford them. This had an impact on where people lived and their lives within the home. This was one of the biggest impacts of the 1920s ‘boom’.</p> <p>OR</p> <p>However, there were large sections of society which did not feel the benefits of new consumer goods. For example, rural and agricultural workers often did not have access to electricity and so could not buy new goods. Their lives were often still very traditional and the 1920s was a difficult decade for many farmers. This shows that not everyone’s lives were transformed by the mass production of consumer goods.</p> <p>N.B. Candidates might also argue that other factors transformed the lives of Americans as a valid approach to this question. e.g. Republican policies.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • African Americans often did not benefit from the economic prosperity of the 1920s; many still worked as sharecroppers in the South. • Many traditional industries such as coal mining struggled during the 1920s and these workers did not feel richer. • Women were able to use new consumer goods such as refrigerators and vacuum cleaners in the home. • Many white workers in cities saw an increase in wages and standard of living. • Advertising encouraged people to buy the new consumer goods which were available. <p>Example: general answer lacking specific subject knowledge</p> <p>I agree with this because lots of people owned new things.</p>	10

Question	Answer	Marks
9(a)	<p>Describe the Second New Deal, 1935.</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 National Labor Relations Act (Wagner Act) [1] aimed to improve relations between workers and employers. [1]</p> <p>The Rural Electrification Administration [1] aimed to bring electricity to American farms.[1]</p> <p>The Works Progress Administration [1] was Roosevelt’s attempt to show that he was serious about getting people back to work. [1] It was meant to appease supporters of Huey Long [1] who wanted more direct support from federal government. [1]</p> <p>Congress passed the Social Security Act in 1935 [1] which created a federal pension system for many workers. [1]</p> <p>Exclusion of African Americans from programmes. [1]</p>	4
9(b)	<p>Explain why the Dust Bowl had such a big impact on the lives of people living in the mid-west during the 1930s.</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 period of the Dust Bowl it was difficult to grow food in the mid-west which meant that the price of food increased as a result. It also meant the end of the agricultural lifestyle for many. By 1937 more than 1 in 5 farmers was being supported by federal relief funds. Many believed that the Dust Bowl prolonged the Depression across the whole country not only in the mid-West because food was expensive for everyone and solving the problems cost the federal government so much money.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Poor agricultural practices and drought led to a Dust Bowl in the Plains of America where it became difficult to grow food. • The erosion of soil caused huge dust storms which swept across the plains. • The dust storms had an impact on people’s health with many children wearing dust masks to schools. • The Dust Bowl caused people to migrate across the country; often to California although they struggled to find work there. <p>Example: general answer lacking subject specific knowledge</p> <p>The Dust Bowl meant that farmers were poor.</p>	6

Question	Answer	Marks
9(c)	<p>To what extent was the rise in personal debt the main cause of the Wall Street Crash of 1929?</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 there was a rise in the number of people borrowing money to purchase goods such as cars, kitchen appliances or even shares. This meant that households had a large amount of personal debt and by the end of the decade this was beginning to have a big impact on what they could afford to buy. It also meant that people were very susceptible to changes in confidence in the economy and were worried that they wouldn't be able to afford to pay back their debts. All this taken together meant that a crash was more likely to happen and this was fuelled mostly by consumer debt and a lack of confidence.</p> <p>OR</p> <p>However, it could be argued that the fall in demand began earlier in the decade and was not just related to personal debt. For example, Florida had seen a massive increase in land prices during the early 1920s but by 1925 there was doubt that this could continue. This turned into a bubble where prices collapsed and developments such as Aladdin City were left half built. This lack of demand was also seen in other consumer goods which began to slow the economy. This shows that this was a major factor in causing the economy to crash in 1929.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Too many consumer goods were being produced which people couldn't afford to buy. • People had increased the amount of personal debt they had in the 1920s, this was even worse after the Wall Street Crash. • In 1929 loans on shares exceeded more than \$8.5 billion, more than all the money circulating in the U.S. at the time. <p>Example: general answer lacking specific subject knowledge</p> <p>People borrowed too much money and couldn't pay it back.</p>	10

Question	Answer	Marks
10(a)	<p>Describe the ideas of Booker T. Washington.</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>Booker T Washington wanted to make things better for African Americans and gave the Atlanta Compromise speech. [1] The Atlanta Compromise was a speech to Southern White leaders. [1] The speech suggested that black people would follow white laws [1] in exchange for reassurance that they would be offered a basic education and fairness in law. [1] He suggested providing African Americans with a basic education and training. [1] He didn't want black people to fight back against social segregation. [1]</p>	4
10(b)	<p>Why was there a Harlem Renaissance during 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>The Harlem Renaissance was caused by the movement of African Americans to Northern States such as New York after World War I. As part of the Great Migration which occurred after the war many black people moved to the North and started to live in neighbourhoods such as Harlem in New York. In the North they found that there was less segregation and, as a result of the booming economy of the 1920s, more opportunity for work. This meant that there was time and energy for people to become involved in the arts.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Harlem renaissance was an African American cultural movement that took place in Harlem, New York during the 1920s. • The Harlem renaissance was a blossoming of African American culture; particularly in the creative arts and literature. • It was connected to the Civil Rights movement and the magazine <i>The Crisis</i> which was published by the NAACP. • Jazz became very popular during the period; with performers such as Louis Armstrong and Duke Ellington becoming famous. <p>Example: general answer lacking subject specific knowledge</p> <p>African Americans began to do different things during the Harlem Renaissance.</p>	6

Question	Answer	Marks
10(c)	<p>To what extent were peaceful methods of campaigning for Civil Rights more effective than others in the 1950s and 1960s?</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 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 and were the most effective.</p> <p>OR</p> <p>During the 1960s Civil Rights campaigners began to use different methods, for example The Student Nonviolent Coordinating Committee (SNCC) had worked with Martin Luther King but also disagreed on methods. 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 more direct approach became more important during the 1960s.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Martin Luther King was involved in the Montgomery Bus Boycott from 1955–56. • 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>Peaceful methods of campaigning were better because no one got hurt.</p>	10

Question	Answer	Marks
11(a)	<p>Describe American involvement in the Korean War.</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 June 1950 North Korean troops crossed the 38th parallel and entered South Korea. [1]</p> <p>Truman had a policy of containment after the Second World War. [1]</p> <p>Korea had been split after the World War II and the North had soon become a communist country [1] backed by China and the Soviet Union.[1]</p> <p>The United States became involved in Korea as part of a combined United Nations force along with 20 other nations. [1]</p> <p>Truman did not seek a formal declaration of war from Congress [1] as it was part of the UN “police action”. [1]</p> <p>The Korean War lasted until 1953 [1] and over 35 000 Americans lost their lives as a result. [1]</p>	4

Question	Answer	Marks
11(b)	<p>Explain why Truman disagreed with other world leaders at the Potsdam conference in 1945.</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 big disagreements at the Potsdam Conference was over the division of Germany and the German capital Berlin. Stalin felt that as he and the Soviet army had conquered most of Germany that he should have control over it as part of his “sphere of influence” and that this would include controlling Berlin. However, the British and American delegations were nervous about handing control to Stalin as they feared the spread of Communism across Europe. In the end both Germany and Berlin were divided into four zones.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • At the Potsdam Conference President Truman met with Great Britain’s Prime Minister Attlee and Stalin from the Soviet Union. • The United States and Great Britain were worried about Communist governments in Eastern Europe. • Since Yalta Roosevelt had died and Truman had a much more ‘hard line’ policy towards the Soviets. • Truman was angry about the amount of reparations Russia wanted to take from Germany. <p>Example: general answer lacking subject specific knowledge</p> <p>There were disagreements between the leaders because they didn’t like each other.</p>	6

Question	Answer	Marks
11(c)	<p>To what extent was the Vietnam War a success for the policy of Containment?</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 could be argued that the involvement of the United States in Vietnam was ultimately a success for Containment. Although the US was largely unsuccessful in beating the Vietcong the ongoing war did stop Communism from spreading to countries such as the Philippines and further across the world. This shows that Containment was successful in Vietnam.</p> <p>OR</p> <p>The Vietnam war was a disaster for the policy of Containment in the immediate region around Vietnam. As a result of the United States army failing to beat the Vietcong the neighboring countries of Laos and Cambodia were also overtaken by Communist governments. This proves that the war was a complete failure for the policy of Containment.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The United States lost the propaganda war with many South Vietnamese peasants supporting the Vietcong. • The morale of soldiers fighting in the war was low and drug abuse was very common. • In 1965 President Johnson ordered Operation Rolling Thunder against the Vietnamese. • After the United States left Vietnam surrounding countries fell to Communism. • Thailand did not become Communist as a result of US military spending. <p>Example: general answer lacking specific subject knowledge</p> <p>I think it was a failure because the United States lost the war.</p>	10

Question	Answer	Marks
12(a)	<p>Describe how the use of franchises had an impact on the US economy after 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>A franchise is a company that sells people the same product in different locations. [1] MacDonald’s was one of the first successful franchises in 1954 [1]; within four years they had sold over 100m hamburgers. [1] Bill Rosenberg franchised the Dunkin’ Donuts company in the 1950s [1] he also set up the International Franchise Association. [1] Pizza Hut and Kentucky Fried Chicken were also franchises founded in the 1950s [1]</p>	4
12(b)	<p>Explain why President Kennedy launched his “New Frontier” program.</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>After narrowly defeating Richard Nixon in the presidential election President Kennedy saw himself as a model for the new American world and the challenges it offered to the United States. He spoke about the torch being passed from one generation to another. His ‘New Frontier’ program was meant to represent America looking into the modern world. Kennedy challenged America to put a man on the moon by the end of the decade and during his administration John Glenn became the first American to orbit the earth. This showed the ambition of his New Frontier program.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • During his inauguration speech Kennedy challenged Americans to “Ask not what your country can do for you – ask what you can do for your country.” • Kennedy signed laws raising the minimum wage it went from \$1 to \$1.25. • Kennedy wanted to protect large areas of wilderness from development. <p>Example: general answer lacking subject specific knowledge</p> <p>President Kennedy wanted to change America after he won the election.</p>	6

Question	Answer	Marks
12(c)	<p>To what extent did President Reagan deal with domestic challenges successfully?</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>President Reagan dealt with some challenges successfully in the 1980s. His economic policies, known as Reaganomics, were successful in some ways. By the mid-1980s, 98% of all households had a telephone service and 77% had a washing machine. The average income of American households was also one of the highest in the Western world. This shows that the challenges of the economy were dealt with.</p> <p>OR</p> <p>However, it could be argued that Ronald Reagan did little for equality during the 1980s. His policies often had a negative impact on African Americans and women which was seen when programs to help mothers, children and minorities were cut. Many Americans were also disappointed at the lack of action towards the AIDs crisis. This shows that there were many challenges that Reagan did not deal with successfully.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • President Reagan introduced lots of new economic policies as soon as he became President. • President Reagan cut taxes so that people paid less income tax; in 1981 the Economic Recovery Tax Act cut personal taxes by 25% across the board. • In 1982 Reagan announced his “War on Drugs” policy – this carried on from Nixon’s policies on drugs. <p>Example: general answer lacking specific subject knowledge</p> <p>Reagan was successful because the country got richer.</p>	10