



## Cambridge Pre-U

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**HISTORY**

**9769/03**

Paper 3 United States History Outlines c.1750–c.2005

**May/June 2022**

**MARK SCHEME**

Maximum Mark: 60

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**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 **32** printed pages.

**PUBLISHED****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.

<b>Level</b>	<b>Description</b>	<b>Marks</b>
5	<p>Contains consistent analysis and argument. Outlines valid criteria for assessing the question, and there is consistent focus on the demands of the question. Uses an appropriate range and depth of argument and supporting knowledge.</p> <p>Coherent and effective structure.</p> <p>Arguments and explanations are clear and well developed.</p> <p>Judgements are developed and well supported by accurate and relevant knowledge.</p>	<b>17–20</b>
4	<p>Contains analysis and argument in the most part, although there may be some descriptive material. There is overall focus on the demands of the question with attempts at establishing criteria for assessing the question. The range and depth of argument and supporting knowledge may be uneven.</p> <p>Recognisable and coherent structure.</p> <p>Arguments and explanations are generally clear, but unevenly developed. Judgements are adequately supported by some accurate and relevant knowledge.</p>	<b>13–16</b>
3	<p>Contains some analysis and much descriptive material. Focus on the demands of the question is uneven and the range and depth of argument and supporting knowledge may be limited.</p> <p>Some structure and organisation.</p> <p>Arguments, explanations and judgements may be attempted. These are undeveloped and not adequately supported by accurate or relevant knowledge.</p>	<b>9–12</b>
2	<p>Any analysis is brief and undeveloped, and the response is mainly descriptive. There is a very limited attempt to respond to the demands of the question.</p> <p>Limited structure and organisation, and lacks coherence.</p> <p>Arguments may be attempted. Supporting knowledge has limited depth, accuracy and relevance and this does not go much beyond generalisations.</p> <p>Any judgements are unsubstantiated.</p>	<b>5–8</b>

<b>Level</b>	<b>Description</b>	<b>Marks</b>
1	<p>Includes some information that is relevant to the topic. The information does not relate to the demands of the question and so there is no analysis.</p> <p>Very brief, fragmented or obviously unfinished. There is no structure or organisation.</p> <p>Arguments may be attempted and some knowledge included, but these are not accurate or relevant.</p> <p>There are no meaningful judgements.</p>	<b>1–4</b>
0	No creditable response	<b>0</b>

Question	Answer	Marks
1	<p><b>‘Restrictions on individual liberty in the period 1750 to 1774 were the main reason for the growing tensions between Britain and the Thirteen Colonies.’ Were they?</b></p> <p>The question requires a supported judgement about the importance of restrictions on the freedom of the colonists as a reason for the tension between Britain and the colonies. To assess whether this was the main reason for tension, other reasons of an economic, social and political nature might be considered. Consideration of whether there were really restrictions or whether these were an excuse or a perception in the context of longer-term differences might be offered.</p> <p>Restrictions on individual liberty might include:</p> <ul style="list-style-type: none"> <li>• The Proclamation Act, which restricted movement beyond the Appalachian Mountains</li> <li>• attempts to censor the press (the Stamp Act)</li> <li>• the emergence of the Sons of Liberty and the Committees of Correspondence in response to restrictions</li> <li>• military rule in Massachusetts, especially the laws of 1774.</li> </ul> <p>Other reasons might include:</p> <ul style="list-style-type: none"> <li>• regulations concerning shipping and trade</li> <li>• taxes imposed on the Thirteen Colonies since 1763</li> <li>• the political relationship between the Thirteen Colonies and Britain</li> <li>• the ideas of the American Enlightenment.</li> </ul>	20

Question	Answer	Marks
2	<p><b>To what extent did the War of Independence unite the Thirteen Colonies?</b></p> <p>The question requires an assessment about the degree to which the Thirteen Colonies were united by the War of Independence. To reach a judgement, answers might consider the divisions within the Thirteen Colonies as well as the evidence of unity.</p> <p>Indications of unity might include:</p> <ul style="list-style-type: none"> <li>• the establishment of the Continental Congress which provided political unity</li> <li>• the Continental Army and the leadership of Washington</li> <li>• the support for the principles of the Declaration of Independence</li> <li>• the sense of patriotism/nationalism</li> <li>• the effect of victories in stimulating unity.</li> </ul> <p>Limitations to unity might include:</p> <ul style="list-style-type: none"> <li>• only 33 per cent of the population were actively for independence at the start of the war: a third were loyalist and the rest were ambivalent</li> <li>• unity was stronger in places like Boston and Philadelphia than rural districts</li> <li>• desertion rates from the army were high</li> <li>• rebel propaganda exaggerated unity</li> <li>• more loyalty to local areas than to the idea of national independence.</li> </ul>	20

Question	Answer	Marks
3	<p><b>‘The powers of the president were the most controversial aspect of the discussions on the Constitution, 1787–1789.’ Do you agree?</b></p> <p>The question requires a supported judgement on the nature of the debates about the Constitution. Answers might concentrate on the powers of the president, but other aspects of the Constitution might be assessed to reach a conclusion.</p> <p>The ways in which the powers of the President were controversial include:</p> <ul style="list-style-type: none"> <li>• the process by which he was to be elected</li> <li>• his powers to make war and peace</li> <li>• the relationship between the President and Congress</li> <li>• the selection of the Cabinet</li> <li>• the position of the President with regard to making law.</li> </ul> <p>Other aspects of controversy include:</p> <ul style="list-style-type: none"> <li>• the rights of states to govern themselves</li> <li>• the powers of Congress</li> <li>• the powers of the Supreme Court</li> <li>• the right to vote</li> <li>• individual freedoms, finally resolved with the Bill of Rights</li> <li>• the issues around slavery.</li> </ul>	20

Question	Answer	Marks
4	<p><b>How effectively did the US manage its foreign policy, 1801–1825?</b></p> <p>The question requires an assessment of the effectiveness with which foreign affairs were dealt by presidents Jefferson, Madison and Monroe. Answers might consider the record of each president in turn or treat the question thematically.</p> <p>Aspects of foreign policy which might be discussed include:</p> <ul style="list-style-type: none"> <li>• the defence of US trading interests: inconsistency of policy, from restrictions to open trade relations with other powers</li> <li>• border issues: the purchase of Louisiana and the acquisition of Florida might be contrasted with the failure to determine the borders between the US and Canada</li> <li>• the War of 1812: the outcome of this conflict might be discussed</li> <li>• the Americas: relations with Central and South America might be considered including the Monroe Doctrine.</li> </ul>	20

Question	Answer	Marks
5	<p><b>What best explains the limited opposition to slavery, c.1750–c.1820?</b></p> <p>The question requires a supported judgement about the importance of different reasons for the limited opposition to slavery in the South before 1820. Answers might assess a range of economic, social and political factors.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• the perception that slave labour was essential to the economy</li> <li>• the expansion of cotton plantations and increased prosperity in the South indicated that slavery was beneficial</li> <li>• the belief that slavery was benign and positive for slaves</li> <li>• whites regarded slavery as necessary to maintain social order</li> <li>• slavery existed in all Thirteen Colonies until after the War of Independence and few in the North regarded slavery as wrong</li> <li>• slavery was accepted in law in so far as it was acknowledged in the Constitution</li> <li>• no effective organisation existed to coordinate anti-slavery sentiment or lead a campaign against slavery</li> <li>• other countries accepted slavery</li> <li>• the legal and repressive apparatus was limited to resistance and rebellion.</li> </ul>	20

Question	Answer	Marks
6	<p><b>‘The Missouri Compromise of 1820 was the most significant reason for the development of slavery before 1861.’ Was it?</b></p> <p>The question requires an assessment of the significance of the Missouri Compromise in the development of slavery between 1820 and 1861. Answers should engage with the concept of significance in the period. To reach a judgement, answers might assess the significance of other factors.</p> <p>Significance of the Missouri Compromise might include:</p> <ul style="list-style-type: none"> <li>• slavery was extended into Missouri</li> <li>• the allowance for slavery south of latitude 36°30’ latitude opened the prospect of the extension of slavery into lands acquired later to the west of the Louisiana Purchase</li> <li>• the maintenance of the balance of slave and free states in the Senate made anti-slavery legislation unlikely</li> <li>• the 1820 agreement provided a precedent on which to base the Compromise of 1850.</li> </ul> <p>Other factors of significance might include:</p> <ul style="list-style-type: none"> <li>• the increased demand for cotton</li> <li>• the weakness of abolitionists</li> <li>• the importance of slavery to the economic and social life of the South</li> <li>• the political strength of the South (notion of ‘slave power’).</li> </ul>	20

Question	Answer	Marks
7	<p><b>‘The presidency of Jackson was dominated by his personal ambition.’ Discuss.</b></p> <p>The question requires a supported judgement about the relative importance of Jackson’s personal ambition. To reach a conclusion, other issues might be considered. Some may argue that Jacksonian democracy was not a matter of personal ambition, but in changing the underlying nature of US politics and responding to change and popular pressure.</p> <p>Ambition of politicians might include:</p> <ul style="list-style-type: none"> <li>• the election campaigns of 1828 and 1832</li> <li>• Jackson’s unconventional style and characteristics</li> <li>• his involvement in the second party system</li> <li>• his introduction of the ‘spoils system’</li> <li>• the ‘Kitchen Cabinet’</li> <li>• his manipulation of policy to suit his political ambitions, as over the Bank of the United States.</li> </ul> <p>Other features (issues) might include:</p> <ul style="list-style-type: none"> <li>• The Tariff, 1828</li> <li>• Nullification Crisis of 1829-1832</li> <li>• the movement of the Cherokees in the 1830s</li> <li>• the development of democracy</li> <li>• movement and settlement west (the Oregon Trail from 1842).</li> </ul>	20

Question	Answer	Marks
8	<p><b>What best explains the increasing deterioration in the relationship between the North and the South, c.1848–1860?</b></p> <p>The question requires a supported judgement about the relative importance of different reasons for the deterioration in the relationship between the North and the South. The speed with which relations deteriorated increased over time so answers might concentrate on the years from the 1850s. The discussion might be between increased the Northern criticisms of ‘slave power’ and efforts to restrict slavery and pass legislation, which favoured Northern interests and Southern attitudes, and increasing intransigence. Alternatively, the discussion might be between the short-term causes of ill-feeling and long-term differences.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• the acquisitions in Texas and beyond, and the debate about the extension of slavery into those regions</li> <li>• the emergence of the Nebraska-Missouri crisis</li> <li>• the increasing influence of the Anti-Slavery Society, 1833</li> <li>• the increasing problem of fugitive slaves</li> <li>• the emergence of the Republican Party</li> <li>• the fears of Slave Power</li> <li>• individual events: John Brown’s Raid, the election of Lincoln.</li> </ul>	20

Question	Answer	Marks
9	<p data-bbox="333 213 1442 245"><b>What best explains Lincoln’s success as a political leader during the Civil War?</b></p> <p data-bbox="333 284 1928 448">The question requires a supported judgement about the reasons why Lincoln was successful as a political leader. Answers might challenge ‘success’ and see the question as being about the extent of success given the limitations: for example, the showing in the 1864 election, the criticisms of the conduct of the war and the repressive measures. Those that challenge the idea of success should clearly explain the level of it in relation to the criticisms, the reliance on repression and the 1864 election.</p> <p data-bbox="333 486 763 518">Reasons might include Lincoln’s:</p> <ul data-bbox="333 523 1290 770" style="list-style-type: none"> <li>• relations with the cabinet</li> <li>• suppression of opposition (infringements of liberty, etc).</li> <li>• assumption of ‘war powers’ to act without Congressional approval</li> <li>• appointment of Democrats to posts in government and army</li> <li>• military victory securing support / vindicating his leadership</li> <li>• objectives (concerning preservation of the Union) having wide appeal</li> <li>• strengths as an orator and his management of men.</li> </ul>	20

Question	Answer	Marks
10	<p><b>‘The pursuit of freedom was the primary motivation of those who moved West in the nineteenth century.’ Do you agree?</b></p> <p>The question requires a supported judgement about the main reason for westward movement in the nineteenth century. The importance of the pursuit of freedom should be considered relative to other reasons.</p> <p>In support of the pursuit of freedom, answers might include:</p> <ul style="list-style-type: none"> <li>• some migrants were trying to escape the constraints of the East such as debt, the confines of city life, etc.</li> <li>• religious groups, e.g., Mormons, looked for sanctuary</li> <li>• romanticised notions of the West fostered dreams of freedom there.</li> </ul> <p>Other reasons for moving West included:</p> <ul style="list-style-type: none"> <li>• there was the lure of gold (the Gold Rush of 1849)</li> <li>• most migrants were farmers who welcomed the chance to farm in the West, taking advantage of government incentives such as the Homestead Act</li> <li>• the idea of Manifest Destiny equated the West with freedom but also of fulfilling ambitions and destiny.</li> </ul>	20

Question	Answer	Marks
11	<p data-bbox="333 220 1464 248"><b>Did the achievements of Reconstruction, 1865–1877, outweigh its shortcomings?</b></p> <p data-bbox="333 288 1939 453">The question requires a supported judgement about the positive and negative impacts of Reconstruction. Answers might focus on the degree to which the rights of African Americans were advanced (the period is often known as ‘Black Reconstruction’), but not exclusively. On the one hand, African Americans achieved more in terms of political and civil rights than they were to gain before the 1960s, but, on the other hand, they faced discrimination, violence, economic restriction and decreasing support from the government. Some gains did persist and there should be a balanced discussion.</p> <p data-bbox="333 493 712 521">Achievements might include:</p> <ul data-bbox="333 528 1487 735" style="list-style-type: none"> <li>• the 13th Amendment abolishing slavery being ratified by all states except Mississippi</li> <li>• the 14th Amendment providing equality of citizenship</li> <li>• the 15th Amendment ending racial discrimination</li> <li>• the Freedman Bureau securing food supplies, jobs and schools</li> <li>• infrastructure projects helping stimulate the economy</li> <li>• the participation by African Americans in political life.</li> </ul> <p data-bbox="333 775 707 804">Shortcomings might include:</p> <ul data-bbox="333 810 1921 1018" style="list-style-type: none"> <li>• the Black Codes of 1865, designed to maintain white supremacy, and subsequent attempts to deny the vote to African Americans</li> <li>• corruption undermining the work of reconstruction</li> <li>• economic restrictions, e.g., share cropping</li> <li>• the increasing apathy of the North culminating in the 1877 development meaning that Reconstruction got increasingly less federal support.</li> </ul>	20

Question	Answer	Marks
12	<p><b>‘The Populist movement was solely a response to government policies.’ Was it?</b></p> <p>The question requires a supported judgement about the reasons for the Populist movement. Government policies might be the focus of the question, but other factors were significant and answers might weigh the impact of them relative to that of the effect of government policies.</p> <p>Government policies might include:</p> <ul style="list-style-type: none"> <li>• the tariff, especially the McKinley Tariff of 1890 which farmers regarded as hostile to agriculture, was the main source of grievance</li> <li>• attempts to keep prices low were unpopular</li> <li>• sticking to the gold standard was regarded as deflationary and contrary to the interest of farmers</li> <li>• populists also opposed government tax policies</li> <li>• populists resented the support given to big business.</li> </ul> <p>Other reasons might include:</p> <ul style="list-style-type: none"> <li>• anger with railroad companies for the charges they imposed</li> <li>• the banks, which were blamed for making it difficult to secure credit and lacking sympathy for those who failed to meet mortgage payments</li> <li>• poor harvests (droughts, infestations) resulting in ruined crops from the mid-1880s to mid-1890s</li> <li>• disillusion with both Democrats and Republican Parties giving rise to the Populist Party.</li> </ul>	20

Question	Answer	Marks
13	<p><b>What best explains the emergence of the USA as an imperial power by 1914?</b></p> <p>The question requires an assessment of the different reasons for the emergence of the USA as an imperial power. The relevant factors should be weighed to reach a judgement.</p> <p>Some of the factors considered might include:</p> <ul style="list-style-type: none"> <li>• economic reasons (the strength of the USA and the pursuit of resources and trade)</li> <li>• moral reasons, notably exporting civilisation to inferior people</li> <li>• political reasons, as the USA aimed to exert its power and compete with other imperial countries</li> <li>• security reasons with imperialism as a form of defence, especially when assessing US policy in Central and South America</li> <li>• public opinion, especially the influence of the media in advocating imperial policy</li> <li>• opportunism, as the USA exploited vulnerable states, for example, in Cuba or Hawaii</li> <li>• the geographical position of the USA facing East and West</li> <li>• imperialism might be assessed as a logical extension of Manifest Destiny.</li> </ul>	20

Question	Answer	Marks
14	<p><b>‘Theodore Roosevelt’s key achievement in domestic affairs was effective regulation of big business.’ Do you agree?</b></p> <p>The question requires an assessment of Roosevelt’s domestic achievements. As a supported judgement is needed to determine whether the regulation of big business was his main achievement, consideration of other achievements might be attempted. There should be some consideration of the criteria for ‘key’ achievement.</p> <p>The regulation of big business might include:</p> <ul style="list-style-type: none"> <li>• examples of personal intervention by Roosevelt in industrial disputes, often threatening to use federal troops</li> <li>• legislation to guard against the adulteration of food and drugs</li> <li>• his enforcement of the Sherman Anti-Trust Act of 1890 by establishing the Bureau of Corporations to investigate allegations against trusts</li> <li>• the various measures introduced to regulate transport companies.</li> </ul> <p>Other achievements might include Roosevelt’s:</p> <ul style="list-style-type: none"> <li>• greater emphasis on a stronger central state working to secure social and economic equality: ‘new nationalism’</li> <li>• several initiatives taken to conserve natural resources, including the establishment of national parks and irrigation schemes</li> <li>• argument for the reform of the Tariff</li> <li>• allowance of reformers into national politics.</li> </ul>	20

Question	Answer	Marks
15	<p><b>Was Wilson more successful at home than abroad during his presidency, 1913–1921?</b></p> <p>The question requires an assessment of Wilson’s domestic and foreign policies. To reach a judgement about which was more successful, answers might measure his success according to his priorities and objectives.</p> <p>Domestic affairs might include consideration of:</p> <ul style="list-style-type: none"> <li>• Wilson’s overarching aim that he called ‘The New Freedom’</li> <li>• the impact of the anti-trust law of 1914</li> <li>• the effectiveness of the reform of the tariff</li> <li>• the impact of the new banking system</li> <li>• his measures on roads</li> <li>• his improvements to the merchant marine and on working conditions.</li> </ul> <p>Foreign affairs might include consideration of:</p> <ul style="list-style-type: none"> <li>• Wilson’s priority as the defence of US interests in the Americas</li> <li>• his dollar diplomacy underpinning US policy</li> <li>• the war with Mexico</li> <li>• the initial neutrality in the First World War giving way to intervention</li> <li>• his role as peacemaker.</li> </ul>	<b>20</b>

Question	Answer	Marks
16	<p><b>What best explains the Wall Street Crash in 1929?</b></p> <p>The question requires a supported judgement about the relative importance of different reasons for the Wall Street Crash. The Stock Market in New York plunged in October 1929 triggering the Great Depression, but there were long- and short-term reasons for this.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• the overproduction of industrial goods as the domestic market became saturated</li> <li>• the export market shrank, in part because of the retaliation of foreign countries to US tariffs</li> <li>• the unsustainable expansion in the construction industry</li> <li>• the importance in the short-term of real estate speculation</li> <li>• reckless speculation on the stock market and a collapse of confidence</li> <li>• limited regulation.</li> </ul>	20

Question	Answer	Marks
17	<p><b>Did the New Deal, 1933–1941, achieve its objectives?</b></p> <p>The question requires a supported judgement about the degree to which the New Deal was a success. Some of the objectives of the New Deal were the stabilisation of the banking system, the creation of jobs, the restoration of industry, help for farmers, and, in a broader sense, the defence of the US democratic system.</p> <p>Points that might be considered include:</p> <ul style="list-style-type: none"> <li>• the financial reforms of the first year of Roosevelt’s presidency</li> <li>• the record of the Alphabet Agencies in creating jobs</li> <li>• Government regulation of industry (NRA codes) and public works, for example, the Tennessee Valley Authority</li> <li>• initiatives to help agriculture including the response to the dust bowl, 1936</li> <li>• measures to check socialism, i.e., social security.</li> </ul>	20

Question	Answer	Marks
18	<p data-bbox="333 213 1312 245"><b>How effectively did the US respond to international crises, 1920-1941?</b></p> <p data-bbox="333 284 1935 379">The question requires a supported judgement about the effectiveness of the US in responding to international crises. These might include: the application of the peace settlement of 1919-1921, the Great Depression, Japanese aggression, the Italian invasion of Abyssinia and the threat posed by Germany in the 1930s.</p> <p data-bbox="333 418 786 450">Points of discussion might include:</p> <ul data-bbox="333 456 1939 767" style="list-style-type: none"> <li data-bbox="333 456 1939 520">• the Dawes and Young Plans eased the reparations issue, but the US absence from the League of Nations undermined efforts to resolve conflicts</li> <li data-bbox="333 523 1939 587">• US protectionism might be assessed in its effects on the world economy after 1929, and US responses to the economic crisis would be relevant here</li> <li data-bbox="333 590 1939 692">• US policy in the Far East might be considered indecisive: US naval power was increased, but Japanese aggression was not confronted directly until the attack on Pearl Harbour. The US embargos and the pressure put on Japan after the increased invasion of China in 1937 might be discussed</li> <li data-bbox="333 695 1167 727">• Italian atrocities in Abyssinia were not challenged by the US</li> <li data-bbox="333 730 1877 767">• the response to the war in Europe might be analysed: the cooperation with Britain, lease lend, the Atlantic Charter.</li> </ul>	20

Question	Answer	Marks
19	<p data-bbox="333 213 1590 245"><b>How important was the economic power of the US to its victory in the Second World War?</b></p> <p data-bbox="333 284 1933 416">The question requires an assessment of US economic power in the Second World War. Specific attention might be focused on its economic contribution to the war effort, but other ways the US was involved (e.g. financial, military, political) might be considered to reach a supported judgement. The gap between actual military achievement in some cases and the resources that US economic power supplied might be considered.</p> <p data-bbox="333 454 792 486">Economic resources might include:</p> <ul data-bbox="333 491 1926 660" style="list-style-type: none"> <li>• the vast quantities of ships, planes, tanks and weapons made after December 1941</li> <li>• the importance of US economic resources to sustain the USSR and provide for the D-Day landings</li> <li>• US food supplies</li> <li>• the economic power that led to the mass production of armaments and, ultimately, to the technology that produced the atomic bomb.</li> </ul> <p data-bbox="333 699 949 730">Other ways the US was involved might include:</p> <ul data-bbox="333 735 1384 904" style="list-style-type: none"> <li>• its financial commitment (larger than that of Britain and the USSR combined)</li> <li>• its huge number of men</li> <li>• its involvement world-wide</li> <li>• the role of its generals such as Eisenhower and MacArthur</li> <li>• the wartime leadership of Roosevelt.</li> </ul>	20

Question	Answer	Marks
20	<p data-bbox="333 213 1771 245"><b>How successful was the foreign policy of Truman in defending US interests in the period 1945 to 1953?</b></p> <p data-bbox="333 284 1861 347">The question requires a supported judgement about how successful Truman was in defending US interests. To do so, answers, should identify the interests: economic, political and military.</p> <p data-bbox="333 386 801 418">Successful might be considered as:</p> <ul data-bbox="333 424 1301 596" style="list-style-type: none"> <li>• the Truman Doctrine, a yardstick of his achievement</li> <li>• the Marshall Plan, and the restoration of the economy of West Europe</li> <li>• the relief of Berlin, 1948-1949</li> <li>• maintaining of the US lead in nuclear weapons</li> <li>• NATO and the Western Alliance.</li> </ul> <p data-bbox="333 635 864 667">Less successful might be considered as:</p> <ul data-bbox="333 673 1245 810" style="list-style-type: none"> <li>• China falling to the Communists in 1949</li> <li>• the Korean War was a stalemate</li> <li>• USSR entrenched itself in Eastern Europe</li> <li>• the heavy financial costs of ongoing commitments and arms race.</li> </ul>	20

Question	Answer	Marks
21	<p><b>Was Eisenhower’s popularity as president primarily based on his personality?</b></p> <p>This question requires a supported judgement about the basis of Eisenhower’s popularity. His personality was important, but answers might consider other reasons for his popularity, not least the state of the economy and the strength of the US abroad.</p> <p>Popularity might include:</p> <ul style="list-style-type: none"> <li>• the scale of his election victories (slogan: ‘I like Ike’)</li> <li>• he was seen as strong, rooted in his stature as a war hero</li> <li>• his relations with Congress were good, which the public liked</li> <li>• he exuded confidence and a relaxed manner</li> <li>• his moderate views had wide appeal.</li> </ul> <p>Other reasons might include:</p> <ul style="list-style-type: none"> <li>• the prosperity in the 1950s improved standards of living</li> <li>• the visible signs of change, e.g. highways</li> <li>• he was given credit (rightly or wrongly) by some African Americans for progress on civil rights</li> <li>• his reforms in health care and education were popular because they were realistic</li> <li>• some easing of tensions with the USSR was reassuring</li> <li>• the creation of NASA and space exploration was inspiring.</li> </ul>	<b>20</b>

Question	Answer	Marks
22	<p><b>Who benefited most from Johnson’s Great Society programme?</b></p> <p>The question requires a supported judgement about the social groups who benefited from Johnson’s plans to create the Great Society. Answers might identify groups, explaining how they gained from the legislation passed by Congress and attempt to assess the extent of the benefit relative to each other.</p> <p>Groups which might be considered include:</p> <ul style="list-style-type: none"> <li>• children: the Head Start scheme (for pre-school) benefited about 8 million children. Money was poured into all other levels of education too</li> <li>• young workers: the Jobs Corps created 10 000 jobs and infrastructure programmes stimulated others in rural areas. Job training schemes were expanded</li> <li>• the aged: Medicare for the elderly was limited in scope but of great significance as setting a precedent</li> <li>• artists: aid was provided to over 700 theatres, galleries, etc.</li> <li>• the poor in urban areas: improvements were made in transport, housing support, green spaces, slum clearance, etc.</li> </ul>	<b>20</b>

Question	Answer	Marks
23	<p><b>What best explains why the US had withdrawn from Vietnam by 1975?</b></p> <p>The question requires a supported judgement about the relative importance of different reasons for the withdrawal of the US from Vietnam by 1975. These may include economic, social, political, military and diplomatic reasons.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• the cost of the war was a constraint on the pursuit of other priorities</li> <li>• the war was socially divisive and public protest was extensive</li> <li>• politically, the war undermined Johnson and Nixon was elected on the commitment to extricate the US from Vietnam.</li> <li>• despite superior resources, US troops lacked morale and communist forces strengthened (offensives of 1968 and 1972)</li> <li>• international pressure on the US mounted and peace talks in Paris eventually provided a way out for the US.</li> </ul>	<b>20</b>

Question	Answer	Marks
24	<p><b>‘Economic problems at home rather than difficulties abroad explain the defeat of Carter in the election of 1980.’ Discuss.</b></p> <p>The question requires a supported judgement to explain the defeat of Carter in 1980. Answers might assess the extent and effect of the economic problems of the time, then the difficulties the country faced abroad, before arriving at a conclusion.</p> <p>Economic problems might include:</p> <ul style="list-style-type: none"> <li>• inflation kept rising, reaching 13 per cent by 1980</li> <li>• interest rates stood at 20 per cent in 1980</li> <li>• unemployment was never lower than 7 per cent</li> <li>• foreign competition was fierce</li> <li>• the oil crisis of 1979 led to petrol rationing in the US</li> <li>• the public was strongly against a big-spending government.</li> </ul> <p>Foreign difficulties might include:</p> <ul style="list-style-type: none"> <li>• despite the meeting of Begin and Sadat, the Camp David Accords were rejected by the UN and problems in the Middle East appeared intractable</li> <li>• the USSR invasion of Afghanistan was regarded as a defeat</li> <li>• the decision to boycott the Olympic Games in Moscow, 1980, was unpopular</li> <li>• the failure of the attempt to release the hostages in Teheran was catastrophic.</li> </ul>	20

Question	Answer	Marks
25	<p><b>‘A disastrous presidency.’ Is this verdict on George W Bush as president, 2001–2009, too harsh?</b></p> <p>The question requires a supported judgement on the view that the presidency of G.W. Bush was disastrous. Answers may range in their conclusions, but the judgement is likely to be based on an assessment of his domestic and foreign policy.</p> <p>Aspects of the presidency that might be considered disastrous include:</p> <ul style="list-style-type: none"> <li>• his personality and lack of charisma of Bush as a leader were problematic</li> <li>• the controversial nature of his election in 2000 and the narrowness of his win in 2004 limited his credibility</li> <li>• the attack of 9/11 was regarded as a failure of homeland security</li> <li>• the subsequent war in Afghanistan and use of the military base at Guantanamo Bay as a prison was controversial</li> <li>• hurricane Katrina exposed federal agencies as deficient</li> <li>• the Republicans were trounced in the mid-term elections, 2006, leaving Bush as a ‘lame-duck’</li> <li>• the economy turned down sharply, 2001–2002.</li> </ul> <p>Other aspects of the presidency might include:</p> <ul style="list-style-type: none"> <li>• the invasion of Iraq: was it a military success but a political disaster?</li> <li>• a limited effort was made to raise standards in schools</li> <li>• appointments to the Supreme Court ensured most judges were right wing</li> <li>• some efforts were made to combat pollution though Bush did not sign the Kyoto Protocol.</li> </ul>	20

Question	Answer	Marks
26	<p><b>What better describes relations between government and Native Americans in the nineteenth century: conflict or co-existence?</b></p> <p>The question requires a supported judgement about the nature of relations between government and Native Americans. Relations were characterised by conflict and co-existence. An assessment about the balance between these features might be made.</p> <p>Conflict might include:</p> <ul style="list-style-type: none"> <li>• violence in the East in the early part of the century, i.e., the defeat of the Tecumseh Confederacy and the removal of the Cherokees</li> <li>• the Plains Wars of the 1860s and 1870s</li> <li>• the massacres of Native Americans</li> <li>• the destruction of the buffalo</li> <li>• the seizure of Native American lands.</li> </ul> <p>Co-existence might include:</p> <ul style="list-style-type: none"> <li>• the work of the Bureau of Indian Affairs, 1836</li> <li>• the efforts of religious groups to convert Native Americans</li> <li>• the establishment of reservations from 1867, modified with the Dawes Act, 1887</li> <li>• Americanisation (inculcating White values) was attempted through education, by farming, etc., leading to citizenship</li> <li>• interventions by presidents, for example, Grant and Hayes, and the Supreme Court, to uphold treaties made by government with Native Americans.</li> </ul>	20

Question	Answer	Marks
27	<p><b>To what extent was social division the consequence of immigration <u>either</u> in the period before 1920 <u>or</u> in the period after 1920?</b></p> <p>The question requires a supported judgement about the extent to which divisions in society were a result of immigration. In dealing with one period or the other, answers might focus on certain criteria.</p> <p>Immigration as a cause of social division might include:</p> <ul style="list-style-type: none"> <li>• the tendency for housing to divide according to ethnicity</li> <li>• the exploitation of immigrants as scapegoats for local and national problems, e.g., crime</li> <li>• the perceived economic threat in terms of lower wages</li> <li>• cultural differences exacerbated by immigration.</li> </ul> <p>Other causes of social division might include:</p> <ul style="list-style-type: none"> <li>• inequality in the distribution of wealth</li> <li>• divisions between urban and rural society</li> <li>• regional divisions: North and South, West and East</li> <li>• controversy over matters of national importance such as wars, race, alcohol, guns, etc.</li> </ul>	20

Question	Answer	Marks
28	<p><b>‘Progress in advancing women’s rights has been substantial only since 1945.’ Discuss with reference to the period 1848 to c.2000.</b></p> <p>The question requires a supported judgement about the degree to which women’s rights were advanced after 1945 compared with the period before that date.</p> <p>Women’s rights after 1945 might include:</p> <ul style="list-style-type: none"> <li>• since 1972, affirmative action programmes have been provided to ensure equality of education for women.</li> <li>• sexual equality has been guaranteed in the Constitution.</li> <li>• abortion has been legalised.</li> <li>• women’s rights at work have been advanced.</li> </ul> <p>Areas where this view could be challenged include:</p> <ul style="list-style-type: none"> <li>• uneven progress in the 1940s and 1950s</li> <li>• the failure of EAR</li> <li>• ongoing discrimination for much of the period of African American women</li> <li>• the persistent sexism and abuse</li> <li>• the persistent pay gaps and ‘glass ceilings’.</li> </ul> <p>Women’s rights before 1945 might include:</p> <ul style="list-style-type: none"> <li>• the 19th Amendment gave the vote to all women, yet by 1945 only a few women gained office thereafter</li> <li>• the National Women’s Party (1923) raised awareness of inequalities in terms of pay and conditions</li> <li>• women won respect at work for their war effort, 1940–1945</li> <li>• socially, women enjoyed more ‘rights’ in terms of freedom of expression and activity, but this was more the case in urban rather than rural areas.</li> </ul>	20

Question	Answer	Marks
29	<p><b>‘Organised religion had a positive influence on society in the twentieth century.’ Discuss.</b></p> <p>The question requires a supported judgement about the impact of organised religion on society. Answers might assess the ways organised religion has influenced society positively relative to ways its influence has been negative.</p> <p>The positive influences of organised religion might include:</p> <ul style="list-style-type: none"> <li>• being largely conservative, it has checked radicalism</li> <li>• its provision of cohesion in many communities, especially the South</li> <li>• its, often deep, involvement in charity work</li> <li>• some religions promoted civil rights for Native Americans and African Americans.</li> </ul> <p>The negative influences of organised religion might include:</p> <ul style="list-style-type: none"> <li>• its constraints on education in terms of syllabuses, appointments of teachers and funding of schools</li> <li>• medical research hampered by the opposition of organised religion to experimentation</li> <li>• women’s rights, e.g., to abortion, compromised by pro-life Christian organisations</li> <li>• freedom of debate restricted in some areas (Utah)</li> <li>• some evangelist organisations proved to be ‘fronts’ for defrauding people.</li> </ul>	20

Question	Answer	Marks
30	<p data-bbox="333 213 1576 245"><b>To what extent did the power of the presidency increase in the period from 1933 to 1974?</b></p> <p data-bbox="333 284 1921 379">The question requires a supported judgement on the powers of the presidency between 1933 and 1974. Answers might argue that the presidency is described as ‘imperial’ by some who claim its powers increased. However, a balanced answer might challenge such a view.</p> <p data-bbox="333 418 801 450">An increase in power might include:</p> <ul data-bbox="333 456 1895 660" style="list-style-type: none"> <li data-bbox="333 456 1872 520">• FDR assumed unprecedented power during the crisis years of his presidency to the extent that he was accused of dictatorial tendencies</li> <li data-bbox="333 523 1895 587">• since 1945, presidents have sent troops to war – Truman to Korea, Kennedy, Johnson and Nixon to Vietnam – often without Congressional approval</li> <li data-bbox="333 590 1368 622">• Nixon’s first term is often regarded as the high point of ‘imperial presidency’</li> <li data-bbox="333 625 1379 657">• the celebrity status of the president gave the impression of increased power.</li> </ul> <p data-bbox="333 695 1061 727">Constraints on the power of the president might include:</p> <ul data-bbox="333 734 1921 1011" style="list-style-type: none"> <li data-bbox="333 734 1458 766">• the Supreme Court and Congress have often checked the powers of the president</li> <li data-bbox="333 769 1189 801">• the law of 1948 restricted the term of a president to two terms</li> <li data-bbox="333 804 1890 868">• Nixon’s demise illustrated how a president who assumed unconstitutional power could be undone. He was forced to resign or be impeached</li> <li data-bbox="333 871 1921 935">• presidents have often been thwarted by Congress through most of the century, being dominated by a party different to that of the president</li> <li data-bbox="333 938 1883 1002">• there was more openness – Senate Committee hearings, media scrutiny, and Freedom of Information laws – which constrained the president.</li> </ul>	20