

Cambridge IGCSE™

AMERICAN HISTORY (US)**0409/01**

Paper 1 Making of a Nation

May/June 2024**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 **27** 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 descriptions 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.

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

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

Target: Demonstrating the ability to analyse historical events and come to a substantiated judgement (AO1 & AO2)		Marks
Level 5	Explains with evaluation of 'To what extent'. 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 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>Describe the ideas of Jacksonian democracy.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Jacksonians believed in laissez-faire economics [1] • Jackson believed that all white males should be given the vote [1]; and that there should be no property qualifications [1] • Jacksonians supported Manifest Destiny [1] and the settlement of free white labour in the West [1] • Jackson believed in greater democracy for the common man [1] • Jackson didn't like elites/monopolies [1] • Jackson believed in patronage/spoils system [1] 	4
1(b)	<p>Explain why the Federalists disagreed with other political parties about the way the United States should be governed.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation The Federalists disagreed with the anti-federalists about the inclusion of a Bill of Rights in the Constitution. This was because the federalists didn't believe it was necessary as the Constitution only limited the government not the people. The anti-federalists claimed that the Constitution gave the government too much power and was at risk of oppressing the people.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Federalists and anti-federalists took part in what was known as the 'Great Debate' during the writing of the Constitution. • Federalists wanted to ratify the Constitution and anti-federalists did not. • The Federalists included Alexander Hamilton and James Madison. • Anti-federalists included Patrick Henry. <p>Example: general answer lacking subject specific knowledge Federalists liked the idea of a strong government.</p>	6

Question	Answer	Marks
1(c)	<p>To what extent were political factors the cause of the worsening relationship between the British government and American colonists 1754–76? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one-sided) Some rules imposed on colonists were intensely political. For example, in 1765 the British Mutiny/Quartering Act required the colonists to provide shelter and supplies to British troops. The governments of Massachusetts and New York refused to provide the supplies which led to a disagreement with the British government. In response they suspended the New York legislature which angered the colonists even further. This showed that issues of politics and power were important to the colonists.</p> <p>OR</p> <p>The importance of trade and fairness in commerce was much more central to the problems of the colonists than politics. The colonists resisted new acts and taxes until in 1773 they dumped a load of British tea into Boston Harbour. This became known as the Boston Tea Party. This shows that American colonists were much more concerned with economic issues than politics.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Stamp Act (1765) helped to pay for British troops stationed in the colonies during the Seven Years War. • Merchants in New England agreed to boycott British exports and many people began to wear American made clothes. • The colonists formed organisations of patriots to persuade officials not to follow the Stamp Act; this led to the British parliament repealing the act. • Colonists challenged the Townshend Act of 1767 by refusing to buy British goods; there was also an increase in smuggling and American manufacture. • Colonists wanted representation in the British parliament. <p>Example: general answer lacking specific subject knowledge: American colonists wanted more of a say in how their affairs were run.</p>	10

Question	Answer	Marks
2(a)	<p>Describe the Treaty of Guadalupe Hidalgo.</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"> • The Treaty of Guadalupe Hidalgo ended the Mexican–American war [1] and established the Rio Grande as the Southern border of the United States [1] • Mexico gave up all claims they had to Texas [1] • The United States gained 525 000 sq. miles [1] of territory in the South West [1] • The United States agreed to pay the Mexicans \$15 million dollars [1] and settle any claims of its citizens against Mexico [1] 	4
2(b)	<p>Explain how the Louisiana Purchase changed the United States.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation The Louisiana Purchase changed the United States because it doubled the size of territory held by the country overnight. It meant that a huge amount of land in the West was available to be explored by Americans and that the natural resources found there could be used. It also gave the United States control of the port of New Orleans which was vital for trading in the South of the US and beyond. The territory would prove vital to US expansion in the years after 1803.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • France sold the United States territory under the Louisiana Purchase; it cost about 4 cents per acre. • Napoleon arranged the sale of c. 827 000 square miles of land. • The treaty ended French Colonialism in the Midwest of the United States. • The United States gained the port of New Orleans. <p>Example: general answer lacking subjectspecific knowledge The purchase made America much bigger.</p>	6

Question	Answer	Marks
2(c)	<p>'War and diplomacy with Britain were the most important factors in defining the borders of the United States before 1853.' To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The treaty that was signed with Britain over the Oregon Territory and the border of Canada was one of the most important events to define the borders of the United States. This was because debate over where the border lay between the United States and Canada became more pressing as people flocked to Oregon in the 1830s and 40s. The treaty that was signed in 1846 set the boundary at the 49th parallel.</p> <p>OR</p> <p>The relationship between Mexico and the United States was more important for defining the borders of the United States. This was shown during the disputes over Texas, which had been controlled by Mexico but was annexed by the United States in 1845–46. Large areas of territory in the Southwestern United States were also added under the terms of the Treaty of Guadalupe Hidalgo, which was signed in 1848.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Revolutionary War ended in 1783 when the United States was victorious against Great Britain. • The United States and Spain had disputes over where the territory purchased under the Louisiana Purchase actually was. • Napoleon arranged the Louisiana Purchase with the United States in 1803. • The War of 1812 <p>Example: general answer lacking specific subject knowledge The United States and Britain were always disagreeing over territory.</p>	10

Question	Answer	Marks
3(a)	<p>Describe what happened at Little Bighorn in 1876.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • George Custer and his men died there [1] it is also known as Custer's Last Stand [1] • The Plains Indians including the Lakota Sioux fought the US army [1]; their leader was Sitting Bull [1] • The fighting took place on the Little Bighorn River [1] • Some tribes of Native Americans refused to return to the reservations during the spring and summer of 1876 [1] • Custer's battle plan was poorly executed [1] 	4
3(b)	<p>Why did some native tribes take part in the Pontiac Rebellion, 1763–66?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation The Native Americans resented the fact that the British were behaving in the same way as the French had done so they planned a rebellion. Pontiac intended for each tribe to capture the closest fort and meet up to eliminate any remaining undefended settlements. Pontiac's military strategy resulted in eight forts being captured, and tribal forces were successful at wiping out many frontier settlements.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Pontiac's Rebellion took place in the Great Lakes region • The Natives rebelled against the British, they disliked their military expansion • The rebellion was named after Pontiac, the chief of the Ottawa tribe. <p>Example: general answer lacking subject specific knowledge. They didn't like what the British were doing.</p>	6

Question	Answer	Marks
3(c)	<p>To what extent was the Indian Removal Act the most significant example of government action against Native Americans before 1890? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The Indian Removal Act of 1830 did a huge amount of damage to the tribes of the Southeast United States. The treaties that tribes such as the Creek and Seminole signed with the government meant they had to leave their homes and travel West. Many who supported the treaties suggested that this was not a problem as the tribes were hunters who migrated anyway, but this was not true of the tribes in the Southeast who were mostly farmers. The travels of the tribes led to outbreaks of cholera, starvation, and death for many of the Native Americans involved.</p> <p>OR</p> <p>The Dawes Act, which was passed in 1887, is an example of an even more significant government action against native peoples in the nineteenth century. It moved whole tribes onto Reservations and broke up their culture which meant that people who had previously been nomadic were forced to live in one place dictated by the government. This is seen by many as the major change in the way Native Americans lived and were controlled by the government.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In September 1830 tribes such as the Creek and Seminole signed treaties agreeing to leave their homes in the Southeast and move West. • The Cherokee tribe were forced to march West by the United States army; this became known as the Trail of Tears. • In the 1870s the United States government fought a series of battles with Native American tribes; one example of this was the Battle of Little Bighorn. <p>Example: general answer lacking specific subject knowledge The Indian Removal Act destroyed the lives of many people.</p>	10

Question	Answer	Marks
4(a)	<p>What was the 15th Amendment?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • It was made after the Civil War [1] • The 15th Amendment gave the vote [1] to African American men [1]. • The right to vote could not be denied to anyone in the future based on race [1] • It was the third of the Reconstruction amendments [1] 	4
4(b)	<p>Explain why events in Kansas in the mid–1850s earned it the name ‘Bleeding Kansas’.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation The events in Kansas during the 1850s showed how split the country was over sectional issues and the lengths that people would go to defend their side of the argument. The name ‘Bleeding Kansas’ was given to the territory because of real bloodshed that occurred, for example at the Battle of Osawatomie 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 was the reason that the territory became known as ‘Bleeding Kansas’.</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 Lots of fighting took place in Kansas.</p>	6

Question	Answer	Marks
4(c)	<p>To what extent was the Republican victory in the presidential election of 1860 the cause of the Civil War? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The election of Lincoln in 1860 was the most important cause of the Civil War. He was a minority President who won only 40% of the popular vote and his victory was confined to the North. In addition, the threats of breaking up the union were quickly realised when South Carolina seceded within weeks of his election. This shows that the Southern states would not allow a situation to continue which they saw as being completely dominated by the North. Therefore, the election of Lincoln was the event that really caused the Civil War.</p> <p>OR</p> <p>The election of Lincoln, although a further blow to sectional co-operation, did not cause the Civil War on its own. The election was not actually very sectional in the way that the results fell. Breckinridge did not secure a majority in the slave states and 55% had voted for pro-Union candidates, mainly Bell who got 593 000 votes. In addition, the South still controlled the Supreme Court and neither House of Congress had a Republican majority. This shows that although the election of Lincoln made tensions worse it did not mean that Civil War would definitely happen.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> Lincoln gained 54% of the vote in Northern states compared to Douglas' 36%. The combined votes of Breckinridge and Douglas were 47% compared with Lincoln's 40%. The Confederacy was formed in February 1861 and the secession of a further four states. The causes of the Civil War such as tension over slavery and different economic systems were already clear before the election of Lincoln. <p>Example: general answer lacking specific subject knowledge Lincoln winning the election caused the Civil War because Southerners didn't like him.</p>	10

Question	Answer	Marks
5(a)	<p>What was the Industrial Revolution in the North after 1850?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • In 1869 the first Transcontinental Railroad was completed [1]; this made it easier to transport goods and food to the Northeast of the United States [1] • Andrew Carnegie established the first steel mills to use the British method of producing steel [1]; this was called the Bessemer process [1] • Factories were opened to produce goods which changed the way that workers lived [1] • There were many inventions that improved peoples' lives [1]; such as the telephone and the light bulb [1] 	4
5(b)	<p>Why were Farmers' Alliances formed during the 1870s?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation As a result of droughts and high costs many farmers were struggling in the second half of the nineteenth century. These groups fought to cut transport and storage costs as well as demanding that silver should become the official currency. This last measure was designed to ease the squeeze on the money supply. The group had success because it was a way for agricultural workers to stand together and fight for what they wanted.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Farmer's Alliance tried to protect farmers by establishing fairer tax and monetary systems. • In 1890 the Farmers Alliance called for the abolition of national banks and lower tariffs on goods. • The Ocala Demands were developed in 1890. • Farmers were often in debt and wanted more money in circulation; this included the availability of free silver. • The Farmers Alliance had links to the Populist movement. <p>Example: general answer lacking subject specific knowledge Farmers felt they were being ignored by the American government.</p>	6

Question	Answer	Marks
5(c)	<p>'The consequences of industrialisation were positive.' 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. Responses may include the following:</p> <p>Example: explanation (one sided) A positive consequence of the Industrial Revolution in the United States in the nineteenth century was that workers started to join together to make improvements. Labour unions emerged in the second half of the nineteenth century to express the opinions and protect the rights of the rising urban workforce. For example, the Knights of Labour argued for an eight-hour working day and the end of child and convict labour. These changes were slow but positive.</p> <p>OR</p> <p>On the other hand, rapid industrialisation meant that the population of cities increased dramatically. 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"> • In 1867 people in Chicago went on strike to try and enforce an 8 hour working day. • People often worked where they lived, and this was a fire or health hazard. • There were some improvements in the availability of food and other products in this period. • Populists and other progressives started to campaign for better education and rights for workers. • Employment rates rose <p>Example: general answer lacking specific subject knowledge Industrialisation caused lots more people to live in cities.</p>	10

Question	Answer	Marks
6(a)	<p>Describe the impact of the Homestead Act on immigration.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • The Homestead Act gave settlers 160 acres of public land [1]; in exchange, were required to live on the land for five years before they owned it [1] • After six months of residency, homesteaders also had the option of purchasing the land from the government for \$1.25 per acre [1] • The Homestead Act led to the distribution of 80 million acres of public land by 1900 [1] • Nebraska created an Immigration Bureau to sell the idea of living in their state to immigrants [1] • Advertisements were placed in northern Europe to attract free white labour [1] 	4
6(b)	<p>Explain why the American Party gained popularity in the 1850s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation The American Party gained popularity in some of the big cities of the north-eastern United States in the 1850s. Politicians ran on anti-immigrant platforms, but also promised to crack down on crime and close saloons on Sundays in the case of Robert T Conrad who was elected mayor of Philadelphia. Their real popularity came from the failure of the Whig Party. Whilst the Republican party mopped up other Northern votes the American Party attracted those in the Know Nothing movement.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The American Party grew out of the Know Nothing movement in the mid-1850s. • The Party was focused on anti-immigrant views, especially anti-Catholic in the North. • The American Party nominated Millard Fillmore for President in 1856. <p>Example: general answer lacking subject specific knowledge The American Party wanted only Americans to be in power.</p>	6

Question	Answer	Marks
6(c)	<p>To what extent did immigration in the late nineteenth century have a positive impact on American cities? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) Large groups of people moving to the United States had a big impact on the social make up of many towns and cities. Large groups of immigrants often occupied specific areas of cities and changed the culture by introducing new food, clothing, language, and entertainment. For example, Chicago's Westside attracted many Europeans from countries such as Norway, Denmark, Germany and Italy. They provided a source of labour for the factories.</p> <p>OR</p> <p>There were many negative impacts of new immigration; one of these was the way it supported corrupt political power in big cities. As part of the "Boss" system in New York City, Irish laborers supported William M. "Boss" Tweed in return for him providing jobs through work programs. Immigrants often benefited from the "Boss" system in a time where there was no welfare system, but it brought a lot of corruption and criminality to cities. This shows that there were many negative effects of new immigration.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In the West, Chinese workers were employed in domestic service, farms, and also in the mines; many white workers shied away from this type of work. • Immigration also impacted on living conditions. Overcrowding in major cities occurred, which led to the spread of disease such as typhoid, typhus, and cholera. • The Irish, Germans, and Scandinavians built local schools to preserve traditions and language. Migrants in general were integrated into a mass culture. <p>Example: general answer lacking specific subject knowledge Immigration made American cities more diverse and interesting.</p>	10

Question	Answer	Marks
7(a)	<p>Describe the amendments made to the constitution by Progressive presidents.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • The 16th Amendment introduced a system of income tax [1] and replaced the system of apportionment which calculated tax based on state populations [1] • The 17th Amendment allowed for direct elections of US senators [1] this allowed people to have a more immediate say on who their representatives were [1] • The 18th Amendment prohibited the sale of intoxicating liquors [1] it was backed up by the Volstead Act [1] • The 19th Amendment allowed for women's suffrage [1] it became law in 1920 [1] 	4
7(b)	<p>Explain why the book '<i>The Jungle</i>' had an impact in the early 1900s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation Upton Sinclair published his fictionalised account of Chicago's meat packing industry in 1906 and it had a huge impact. As a direct result of the public outcry around the book President Roosevelt set up a public commission to look at the issues of health and hygiene around meat production. He then passed the Meat Inspection Act of 1906 which was designed to protect the quality of meat entering the system. This shows that <i>The Jungle</i> had a vital impact on people's lives.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Upton Sinclair was a muckraker who highlighted poor living and working conditions. • <i>The Jungle</i> showed many people the problems that the Progressive movement had been campaigning on. • The plot of <i>The Jungle</i> followed a Lithuanian immigrant who believes in the American dream. • It led to the creation of the 1906 Food and Drug Administration. <p>Example: general answer lacking subject specific knowledge The Jungle showed that there were lots of problems in America.</p>	6

Question	Answer	Marks
7(c)	<p>To what extent was the growth of cities a positive development for Americans in the period 1890–1920? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) There were many things that were positive about the growth of cities in this period. Increased industrialisation meant that there were more jobs. This meant that people could find work and were often doing better skilled work. This shows the growth of cities was positive for some.</p> <p>OR</p> <p>There were many problems with the growth of cities in this period. Overpopulation was a big issue which meant that people lived in poor housing which lacked proper sanitation. This meant that cities became increasingly unhygienic. This shows that the growth of cities was not a positive development.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In 1901 Robert Hunter published a book called <i>Tenement Conditions in Chicago</i> which showed the poor conditions in the city. • In 1906 President Roosevelt passed the Food and Drug Act to try and improve the things that people consumed. • Many Progressives worked for improved living conditions in major cities during this period. <p>Example: general answer lacking specific subject knowledge Cities grew and there were more people from all over the world.</p>	10

Question	Answer	Marks
8(a)	<p>Describe the impact of consumerism on the economy of the 1920s.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • Electric refrigerators, washing machines, and irons [1] saved women hours of work every week [1] • New methods of canning and freezing [1] made food cheap to buy and store [1] • Many people began to buy on credit through department stores [1] • Advertising techniques kept people wanting more of the new goods [1] 	4
8(b)	<p>Explain what President Harding meant by a ‘return to normalcy’ at the beginning of the 1920s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation Warren Harding used the phrase ‘return to normalcy’ in his campaign for the Presidential election in 1920. He wanted to take the United States back to a time before it had intervened in the First World War; many Republicans wanted to return to Isolationism. It also involved moving away from the Progressive ideas that had been displayed by Woodrow Wilson.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • A return to normalcy was Warren Harding’s campaign slogan for the 1920 Presidential election. • For Republicans in the 1920s this meant backing big business. • Many people wanted America to stop getting involved with Europe. • Republicans wanted to stop intervening in peoples’ lives the way Progressives has done. <p>Example: general answer lacking subject specific knowledge He wanted things to go back to normal.</p>	6

Question	Answer	Marks
8(c)	<p>To what extent did Americans in rural areas experience the economic boom of the 1920s? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The countryside did see some benefits from the 1920s 'boom' in technology. Tractors, combine harvesters and other equipment became much more widely used which meant that farming became more efficient. Research on better techniques was also used across the United States. This shows there was some benefit to rural areas from the 'boom' of the 1920s.</p> <p>OR</p> <p>However, many people in rural areas did not feel the benefits of the boom. For example, farmers struggled throughout the 1920s as a result of overproduction. This meant that too many crops and other products were being produced which led to prices falling. As a result, many farmers lost their businesses which means they definitely did not benefit from the 'boom'.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • There were new farm machines such as tractors. • Many traditional industries such as coal mining struggled during the 1920s. • The rate of rural electrification was very slow with more than 90% of farms not having electricity in 1930. <p>Example: general answer lacking specific subject knowledge Farmers did not have very good lives in the 1920s.</p>	10

Question	Answer	Marks
9(a)	<p>Describe how President Roosevelt saved the banking system in 1933.</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"> • President Roosevelt identified the failings of the banking system as one of the biggest causes of the Depression [1] • President Roosevelt helped people to trust in the banking system again [1] • Roosevelt tackled this by briefly closing banks [1] and then passing the Emergency Banking Act [1], which outlined plans to reopen some banks under Treasury supervision and with federal loans [1] 	4

Question	Answer	Marks
9(b)	<p>Why was overproduction a concern in the economy during the 1920s?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation Over production was a problem in many parts of the economy in the late 1920s especially in agriculture. Farmers had been producing a lot of food during the First World War and continued to do this even though demand fell. This meant that prices fell, and many farmers became very poor even having to sell their farms. When the Wall Street Crash happened, these families were already in difficulty and quickly fell into poverty as the Depression began.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> Overproduction in consumer goods meant that companies had a lot of money invested in products they could not sell. During the 1920s there was a fall in demand for consumer goods as people did not require another car or refrigerator. Wages were cut and people were laid off, so they had less money. Manufacturing industries were producing more raw materials than were needed for the economy. <p>Example: general answer lacking subject specific knowledge People were producing too many things for people to buy.</p>	6

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

Question	Answer	Marks
10(a)	<p>Describe the Great Migration.</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"> • During the Great Migration over six million African Americans [1] moved from the South to the North of the United States [1] • Many African Americans left behind the poor economic conditions of the South to look for work in the North [1] after the First World War [1] • A factory wage in the North was roughly three times what they could expect to make working the land in the South [1] <p>Note: Allow for broad chronological definitions of the Great Migration.</p>	4
10(b)	<p>Why did Malcolm X challenge the ideas of others in the Civil Rights Movement?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation Up until the 1960s the Civil Rights movement had been largely peaceful following the ideas of Martin Luther King. However, Malcolm X challenged these ideas by sanctioning the use of force as part of the campaign. He did this because he believed that African Americans should use 'any means necessary' to gain equality. These ideas were attractive to some younger African Americans who felt they had no chance of an equal life. This also changed the Civil Rights Movement because more people were involved.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Malcolm X changed his last name from Little to X to signify his rejection of his "slave" name • Malcolm X was the leader of the Nation of Islam, which combined Islam with Black Nationalism. • There were some disagreements between Malcolm X and the wider Nation of Islam as he felt they were not committed to helping the Civil Rights movement. <p>Example: general answer lacking subject specific knowledge Malcolm X believed different things to others.</p>	6

Question	Answer	Marks
10(c)	<p>'The signing of the Civil Rights Act was the most significant achievement of the Civil Rights Movement between 1945 and 1970.' 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. Responses may include the following:</p> <p>Example: explanation (one sided) The signing of the 1964 Civil Rights Act was very significant. Although the act had been put together under the Kennedy Presidency it was Johnson, after the assassination of JFK, who managed to steer it through Congress so that it was passed. Johnson used the public opinion created by the death of Kennedy and his skill at striking political deals to get the act passed. It led to further legislation and a feeling that rights were changing.</p> <p>OR</p> <p>The case of Brown vs Board of Education, Topeka was even more significant. It showed that education could be desegregated and the power of civil rights action. It led many to join the Civil Rights campaign in the 1950s so laid the groundwork for further developments.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The 1957 Civil Rights Act was important because it was the first civil rights legislation since Reconstruction. • The Montgomery Bus Boycott brought the attention of the whole of America to the Civil Rights campaign. • Truman desegregated the military with Executive Order 9981 in 1948. <p>Example: general answer lacking specific subject knowledge The Civil Rights Act improved peoples' lives in the 1960s.</p>	10

Question	Answer	Marks
11(a)	<p>Describe the Marshall Plan.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • In June 1947, General George Marshall made a visit to Europe to see what was needed after the Second World War [1] • Marshall thought that people were so poor that the whole of Europe was about to turn Communist [1] • Marshall and President Truman asked Congress for \$17 billion [1] to fund the European Recovery Programme also known as the Marshall Plan [1] • Congress agreed in March 1948 when Czechoslovakia turned Communist [1] • The aid was given in the form of food and equipment [1] improvements to transport systems [1], and everything "from medicine to mules" [1] 	4
11(b)	<p>Explain why the United States wanted détente in the 1960s and 1970s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation By the late 1960s the United States was facing several challenges at home and abroad which meant it was strategic to 'thaw' the relationship with the USSR. The arms race was costing both countries a lot of money and the United States was also involved in a costly war in Vietnam. This meant that increased peace talks were designed to help control that spending and secure some steps towards peace.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Détente means a period in the Cold War when tensions eased. It was a policy of President Nixon and President Ford beginning in 1969. • Nixon was an important figure in pushing for a thawing of relations. • Gerald Ford called détente a thawing out or an unfreezing. • During the period treaties such as SALT I and the Helsinki accords were signed. • Jimmy Carter followed the ideas of détente in the first half of his presidency. <p>Example: general answer lacking subject specific knowledge America wanted to have a better relationship with other countries.</p>	6

Question	Answer	Marks
11(c)	<p>'The Korean War was the only successful example of the policy of Containment.' 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. Responses may include the following:</p> <p>Example: explanation (one sided) The Korean War is the best example of when the United States was successful in containing communism. Although the US did not beat the communist North Koreans entirely, they did help to establish a border at the 38th parallel. This meant that Communism was prevented from spreading further south and South Korea could be established as a country. The point of Containment was just that, i.e. to contain Communism rather than try to defeat it entirely.</p> <p>OR</p> <p>However, it could be argued that the involvement of the United States in Vietnam was ultimately a success for Containment as well. 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>Example: identification/description</p> <ul style="list-style-type: none"> • The United States was worried about the Domino Theory in South East Asia. • In October 1950 200 000 Chinese troops joined the North Koreans. • The United States sustained over 50 000 casualties. • After the United States left Vietnam surrounding countries fell to Communism. • Thailand did not become Communist as a result of US military spending. • The Berlin Crisis in 1948–9 was a successful example of containment. <p>Example: general answer lacking specific subject knowledge The Korean war achieved its aims.</p> <p>Note: If candidates challenge the view that Korea was a success that is creditable also.</p>	10

Question	Answer	Marks
12(a)	<p>What was McCarthyism?</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"> • Senator Joseph McCarthy of Wisconsin [1] was a strong character who used early television broadcasts to influence people [1] • McCarthy claimed that Communists had infiltrated the State Department [1] and the Democratic Party [1] • McCarthy led committees investigating government departments [1] these were broadcast on television in 1954 [1] 	4
12(b)	<p>Explain why President Johnson launched the 'Great Society' program.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation One of the main goals of the Great Society was to tackle poverty in the United States. President Johnson declared a war on poverty and spent \$3 billion in the years after 1964. He used programmes like Jobs Corps to help disadvantaged young people to develop marketable skills. His aim was to create a country where poverty was ended for good.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Elementary and Secondary Education Act was passed in 1965 and gave federal help to schools. • He tried to improve healthcare with Medicare and Medicaid. • President Johnson wanted to improve the lives of African Americans. <p>Example: general answer lacking subject specific knowledge President Johnson wanted to improve America.</p>	6

Question	Answer	Marks
12(c)	<p>To what extent were oil shortages the cause of economic decline in the United States during the 1970s? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) Global oil shortages were one of the major causes of economic difficulties in the 1970s. For example, in 1973 an oil embargo imposed by OPEC meant that there was a crisis in the United States because the country relied on foreign oil. This highlighted a major weakness in the American economy and had a direct impact on many Americans because gas was in short supply.</p> <p>OR</p> <p>However, there were other factors which caused economic problems too. Government spending on the Vietnam war had a huge impact on the economy of the United States. For example, factories that would usually have been making consumer goods were focused on military production and so much money was being spent on the military that there was a government deficit. Another factor was the returning soldiers who added to the unemployment figures. These factors were the cause of many of the economic issues experienced during the 1970s.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Inflation rates in the 1970s were very high; there was a high demand and low supply of things like cars, houses, and jobs. • The 1970s saw a huge rise in unemployment; by the end of the decade around 5.8% of workers were without a job. • Sending so much of what was produced by the economy overseas meant that the dollar was weakened as a currency. <p>Example: general answer lacking specific subject knowledge Oil shortages meant people didn't have gas for their cars.</p>	10