

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2013 series

0409 AMERICAN HISTORY (US)

0409/01

Paper 1, maximum raw mark 60

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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The full mark range will be used as a matter of course. Marking must be positive.

Levels of response criteria are used for questions where a hierarchy of answers is possible [part (a) and (c) questions]. Each answer is to be placed in the level that best reflects its qualities. It is not necessary to work through the levels.

In all levels, the highest mark shall be awarded provisionally and then moderated according to the qualities of the individual answer.

Arguments need to be supported with evidence however, lots of facts/dates are not required.

No set answer is looked for to any question. The examples given in the marking scheme are indicative only and are not intended to be exhaustive or prescriptive. They are given only as examples of some responses/approaches that may be seen by an examiner.

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Section A: Government and the People 1754–2000

1 (a) What was Populism up to 1896?

Level 1: General answer. [1–2]

e.g. 'The Populists wanted reforms.'

Level 2: Describes events. [3–5]

e.g. 'The Populists campaigned for reforms to taxation and for the government to take over transport and communication systems.'

'Populism encouraged industrial workers to demand an eight-hour working day.'

'The Populists supported William Jennings Bryan for President after he made his Cross of Gold speech in 1896.'

(b) Explain the importance of patronage in U.S. politics before 1933.

Level 1: General answer. [1]

e.g. 'Patronage helped politicians and parties to be successful.'

Level 2: Identifies why. [2–4]

e.g. 'Patronage from the time of President Jackson was known as the spoils system. He made patronage 'official'.'

'After the 1877 election, President Hayes attempted to reform the spoils system.'

Level 3: Explains why. [5–7]

e.g. 'The Pendleton Act of 1883 marked the end of patronage in most areas of federal government. From that time onwards applicants to the civil service were judged on merit only. By 1900 the old spoils system was restricted only to the very top positions in government.'

'By the 1930s patronage under the spoils system was still strong in many state and municipal governments. It had become less important as towns and cities had professionalised bureaucracy.'

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- (c) 'The greatest domestic achievement of U.S. Presidents in the 1920s was a 'normalcy'.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions.

e.g. 'Presidents aimed to make the United States a safe place to live in.'

Level 2: Identifies reasons/issues.

[2–3]

e.g. 'President Harding followed a policy of isolationism and was against joining the League of Nations.'

'From 1921 to 1922 President Harding faced accusations of corruption. They came to a head with the Teapot Dome scandal.'

Level 3: Explains agreement OR disagreement.

[3–5]

e.g. 'President Coolidge brought normalcy to the United States by encouraging businesses to grow through his laissez-faire policies. This led to the economic boom of the 1920s.'

'President Hoover supported Prohibition. He thought this would bring stability to American society as alcohol consumption was thought to be linked to all kinds of vice. Getting rid of drunkenness would lessen the abuse of family members and stop absenteeism from work.'

'Presidents in the 1920s did help create stability within the United States but they also helped create international peace. For example, Harding called for international disarmament. He discussed his plan at the Washington Conference in 1921. This approach was continued by Coolidge who promoted the Kellogg-Briand Pact of 1928. The pact resulted in 15 countries agreeing not to use the threat of war against each other.'

Level 4: Explains agreement AND disagreement.

[5–7]

Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?'

[7–8]

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2 (a) What was the impact of McCarthyism (1950-54)?

Level 1: General answer.

e.g. 'Some people lost their jobs and reputations.'

Level 2: Describes events.

[3–5]

e.g. 'Senators feared being accused of being communist sympathisers.'

'Twelve actors and writers accused of being communists were sent to prison. Others were blacklisted by Hollywood.'

'Margaret Chase Smith accused McCarthy of threatening to take away the basic rights of American citizens.'

(b) Explain why President Johnson introduced his idea of a Great Society.

Level 1: General answer.

[1]

e.g. 'It was introduced to improve the living conditions of American citizens.'

Level 2: Identifies why.

[2–4]

e.g. 'Johnson's tax cut program helped reduce unemployment.'

'The Elementary and Secondary Education Act of 1965 aimed to improve the quality of education through providing more federal aid.'

Level 3: Explains why.

[5–7]

e.g. 'Generally, President Johnson introduced his idea of the Great Society to give the American people something to look forward to. Many had been devastated by the assassination of President Kennedy and needed to be encouraged to believe again that there was still much that could be done to make America a great place to live in.'

'Johnson believed that there were unacceptable levels of poverty in America. He therefore launched his 'war on poverty'. Through the Economic Opportunity Act of 1964 Johnson aimed to reduce illiteracy and unemployment whilst also improving public services.'

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- (c) 'The Republican administrations from 1981 to 1993 were mostly unsuccessful in achieving their aims.' How far do you agree with this statement? Explain your answer.

Level 1: Unsupported assertions.

e.g. 'There were some successes as the number of jobs increased and the prices of goods fell.'

Level 2: Identifies reasons/issues.

[2–3]

e.g. 'Reagan's economic policies were a great success. G.N.P. had increased by 11% by the end of 1984.'

'Through huge spending on U.S. armed forces, Reagan created a large budget deficit. He tried to get rid of the deficit but it was still substantial by the time George Bush Senior became president.'

Level 3: Explains agreement OR disagreement.

[3–5]

e.g. 'A major success for President Reagan in the field of social policy was reducing the large numbers of people he felt had become too dependent on federal aid. He tackled this mainly through the Omnibus Reconciliation Act of 1981. Under this act welfare benefits would be paid only if claimants agreed to do some kind of work (workfare).'

'President Bush's economic policies were a disaster. He inherited an economic recession, but his policy of raising taxes and reducing domestic expenditure did little to improve things. By 1992 the budget deficit had increased to \$400 billion.'

'Bush was also unsuccessful in dealing with the Rodney King affair. The riots associated with this were said to be partly caused by poverty and terrible living conditions. Bush and Dan Quayle (the vice-president) ignored such comments and blamed the behaviour on a lack of family values. Under pressure from Congress, Bush eventually agreed to the Urban Aid Supplement Bill which gave \$1.1 billion to improve conditions in inner cities. However, many in Congress saw this as being too little and too late to have a significant impact.'

Level 4: Explains agreement AND disagreement.

[5–7]

Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?'

[7–8]

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Section B: Who are Americans?

3 (a) Describe the Homestead Act of 1862.

Level 1: General answer. [1–2]

e.g. 'The Homestead Act allowed people to get land.'

Level 2: Describes events. [3–5]

e.g. 'The Homestead Act allowed families to buy affordable plots of land that would be enough for one farm to be managed.'

'Farmers could buy 160 acres if they farmed the land for five years in a row. They had to be at least 21 years old or be the head of a family. They also had to be American citizens.'

'By 1900 there had been 600,000 claims under the Homestead Act.'

(b) Explain the impact of immigration on the labor market from 1860 to 1924.

Level 1: General answer. [1]

e.g. 'There were more people looking for work.'

Level 2: Identifies why. [2–4]

e.g. 'Before the 1890s most immigrants found unskilled jobs such as laborers, porters and waiters. Some replaced women in the New England textile mills.'

'Immigrant workers were welcomed in the building of canals and railways.'

'Some immigrants, such as the Chinese, worked as strike breakers and refused to join unions such as the Knights of Labor.'

Level 3: Explains why. [5–7]

e.g. 'The new wave of immigrants from the 1890s onwards continued to find it easy to get work. They brought with them a range of experiences and skills which met the demands of employers and consumers. For example, Greeks became involved in the food retail industry. By 1924 San Francisco alone had over 550 Greek restaurants.'

e.g. 'Immigrants were often willing to work for low wages which annoyed American workers as this forced wage levels down. In Pittsburgh, immigrant steel workers were willing to accept wages of between \$10-12.50 per week when it was 'officially' considered that an average family in that city would need about \$15 a week to survive.'

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- (c) 'Labor unions failed to achieve their aims from 1918 to 1948.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions.

e.g. 'Unions did fail to achieve their aims as they did not get better working conditions for their members.'

Level 2: Identifies reasons/issues.

[2–3]

e.g. 'The Red Scare of 1919-20 resulted in a clampdown on union activity, especially strikes.'

'New labor legislation during the Second New Deal helped unions. In particular, the Wagner Act was a success for unions as it made legal collective bargaining and the closed shop. The blacklisting of union leaders was also banned.'

Level 3: Explains agreement OR disagreement.

[3–5]

e.g. 'During the early part of the period unions were not very successful in achieving one of their main aims which was for an 8-hour day/48-hour week. In 1919 there was a steel workers strike of 350,000 workers over this issue. It led to some steel mills almost closing down. In Indiana the main steel making company took on a private police force to stop the strike. Hundreds of strikers were beaten and 18 were killed.'

'Unions always aimed to increase their membership. World War II helped them achieve this aim simply because there were more people working and more who wanted to be represented by a union. Thus, in 1941 there were 10.5 million union members and this increased to 14.8 million by 1945.'

'After World War II unions aimed to get higher wages for members who, they argued, had accepted relatively low wages during the war to help the war effort. In 1946 over 4 million workers went on strike. President Truman said that wage demands should not be met as this would cause inflation. Congress was also worried by the demands of the unions and passed the Taft-Hartley Act of 1947. This greatly weakened the effectiveness of striking as a method used by unions to achieve their aims.'

Level 4: Explains agreement AND disagreement.

[5–7]

Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?'

[7–8]

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4 (a) Describe the methods used by the women's suffrage movement before 1920.

Level 1: General answer.

e.g. 'Women held meetings and went on marches.'

Level 2: Describes events.

[3–5]

'Susan B. Anthony, Elizabeth Cady Stanton and Frederick Douglas founded the American Equal Rights Association in 1866. They published their ideas on women's suffrage through the Association's newspaper called *The Revolution*.'

'The National American Woman Suffrage Association (NAWSA), founded in 1890, used many methods to express their ideas such as lobbying officials, organising marches and making legal challenges.'

(b) Explain the impact of the Second World War on women's equality.

Level 1: General answer.

[1]

e.g. 'Women did the work of men who went off to fight.'

Level 2: Identifies why.

[2–4]

e.g. 'Women were able to do higher paid and more challenging jobs than previously.'

'The Rosie the Riveter campaign was used to encourage women into war production jobs such as welding and steel working.'

'African-American women had greater job opportunities. From 1940 to 1944 there was a 10% per cent increase in the number of African-American women working in industry.'

Level 3: Explains why.

[5–7]

e.g. 'Women took jobs in aircraft factories, shipyards and steel manufacturing. They did jobs that traditionally belonged to men. They showed that they could do such jobs to the same standard as that achieved by men.'

'The war had a limited impact on women's equality. When servicemen returned from fighting they expected to get their old jobs back.'

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- (c) 'The most important factor in the achievement of greater gender equality in the 1960s and 1970s was the *Roe v Wade* judgement on abortion rights.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions.

[1]

e.g. 'The judgement was fair as it allowed women to make choices.'

Level 2: Identifies reasons/issues.

[2–3]

e.g. '*Roe v Wade* legalized abortion. The decision was based on the constitutional right to personal privacy.'

'An amendment to the 1964 Civil Rights Act provided an opportunity for women to legally challenge gender discrimination.'

'In 1966 the National Organization for Women (NOW) was established. It campaigned hard for better pay and improved employment rights for women. By 1970 it had nearly 15,000 members.'

Level 3: Explains agreement OR disagreement.

[3–5]

'*Roe v Wade* was a landmark judgement as it made abortion legal and, more importantly, acknowledged that it was a woman's right to choose what should happen if a pregnancy was unwanted. In particular, poorer women who wanted an abortion were likely to benefit as they would not be forced to turn to unsafe, illegal abortion methods. However, states were still allowed to control abortions in the later stages of pregnancy.'

'There were other important factors that led to greater gender equality such as the work of Gloria Steinem. Her magazine *Ms.* dealt with a range of feminist issues and within a year of publication had over 200,000 subscribers. It was important as it informed readers about the key issues and indicated how women could become more active in campaigning for greater equality.'

Level 4: Explains agreement AND disagreement.

[5–7]

Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?'

[7–8]

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Section C: Economic and Social Change 1754 – 2000

5 (a) What was the 'banking revolution' in the U.S. economy before 1900?

Level 1: General answer. [1–2]

e.g. 'There was an increase in the number of banks that lent money.'

Level 2: Describes events. [3–5]

e.g. 'The Free Banking Act of 1838 allowed anyone to set up a bank and issue notes and coins. Certain rules had to be agreed to. However, many of the banks set up under this Act failed.'

'The Banking Acts of 1863-64 created a national network of banks to be controlled by the federal government. They also led to the introduction of a national currency.'

'During the Gilded Age investment banks took off. They acted as brokers between those who wanted to invest large sums of money and those who needed to borrow money to get businesses off the ground.'

(b) Explain why industry prospered after the Civil War.

Level 1: General answer. [1]

e.g. 'Fighting had stopped and people could go back to work to make things for consumers.'

Level 2: Identifies why. [2–4]

e.g. 'The demand for war products had led to an expansion in the size of industries.'

'Southerners visited the North and realised how advanced it was compared with the South.'

Level 3: Explains why. [5–7]

e.g. 'The scale of production of armaments and other war-related goods had increased dramatically during the war. In the North workshops had transformed into large factories. This provided a platform for further expansion, especially as people were now available to return to work and to spend money on consumer goods.'

'The war had severely damaged the infrastructure of the South. After the war there was an attempt to start from scratch and make big improvements similar to those that had been made in the North. This was especially true of the railways. By 1872 the Southern railway system had been completely rebuilt with over 3,000 miles of new track added.'

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- (c) 'Progressivism was an economic and social success for all Americans.' How far do you agree with this view? Explain your answer

Level 1: Unsupported assertions.

e.g. 'As a result of progressivism people had better working and living conditions.'

Level 2: Identifies reasons/issues.

[2–3]

e.g. 'Roosevelt's policies against trusts were effective in preventing monopolies and price fixing. This policy was continued by Taft and Wilson.'

'Public health was improved through laws that demanded food and drug ingredients to be accurately labelled.'

'People living in dry areas benefitted from the National Reclamation Act of 1902.'

Level 3: Explains agreement OR disagreement.

[3–5]

e.g. 'Many people benefitted from President Wilson's progressive reforms, especially through the Clayton Antitrust Act. The act stopped big businesses from exploiting consumers and also legalized labor unions. Courts were not allowed to take action against unions unless their activities led to 'irreparable injury to property'.'

'Not all Americans benefitted from 'progressive' policies. The reforms had concentrated on municipalities; not much help was given to farmers. Also, many African-Americans felt that they had been ignored by the reforms of Roosevelt and Wilson. Booker T. Washington was invited to the White House in 1901 but for many that was a token gesture of acceptance of African-Americans. Wilson actually sanctioned the continuation of the separation of races working in federal offices.'

Level 4: Explains agreement AND disagreement.

[5–7]

Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?'

[7–8]

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- 6 (a) Describe how different groups of people were affected by the Great Depression in 1933.

Level 1: General answer.

[1–2]

e.g. 'Workers lost jobs.'

Level 2: Describes events.

[3–5]

e.g. 'When large factories closed, there was a knock-on effect on small businesses such as parts suppliers and restaurants. Thousands lost their jobs or had to accept pay cuts. By 1932 about 12 million people were unemployed.'

'In August 1931 Ford closed his automobile factories in Detroit. Over 75,000 car workers were made unemployed.'

'Farmers experienced low prices and many went bankrupt. In 1932 a bushel of wheat sold for 49 cents compared with \$1.18 in 1929.'

'Those with savings suffered greatly. By 1933 9 million savings accounts had simply disappeared.'

- (b) Explain why there was a Great Crash in October 1929.

Level 1: General answer.

[1]

e.g. 'There was a Great Crash because investors became too greedy.'

Level 2: Identifies why.

[2–4]

e.g. 'Problems over speculation in shares and land had been evident from the mid-1920s starting with the Florida Land Boom.'

'Thousands bought shares 'at the margin' using easy credit facilities.'

'The way wealth was distributed in the 1920s resulted in under-consumption and overproduction.'

Level 3: Explains why.

[5–7]

e.g. 'The trigger for the Great Crash was when the Bank of England raised British interest rates to 6.5% to attract investments from the United States. Many of those who had investments in shares in the United States sold up to redirect their investments to Britain. As a result the value of shares on the New York Stock Exchange fell dramatically. On Black Thursday (Thursday 24 October 1929) share values fell by \$4 billion.'

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- (c) 'The economic boom after the Second World War was mainly the result of technological developments.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions.

[1]

e.g. 'New technology was important as it enabled industries to grow.'

Level 2: Identifies reasons/issues.

[2–3]

e.g. 'Nuclear power allowed greater generation of electrical power. The first nuclear power plant was opened in Pennsylvania in 1957.'

'Transistors were invented in 1947 by the Bell Telephone Laboratories. This revolutionised the communications industry.'

'There was a growth of suburbs which in turn led to a great increase in the number of automobiles and highways. From 1948 to 1958 the production of passenger cars doubled.'

Level 3: Explains agreement OR disagreement.

[3–5]

e.g. 'The boom in television after World War II had a dramatic impact on the economy. Not only was television an important industry in itself, but it was an aid to the expansion of other industries through the use of commercial advertising.'

'The way businesses were reorganized was also a cause of the post-war economic boom. Conglomerates emerged as a way of protecting single industries against economic slumps. For example, International Telephone and Telegraph bought up Avis Rent-a-Car, Sheraton Hotels and Continental Baking.'

Level 4: Explains agreement AND disagreement.

[5–7]

Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?'

[7–8]

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Section D: America and the World 1754–2010

7 (a) What was the importance of the Louisiana Purchase of 1803?

Level 1: General answer. [1–2]

e.g. 'The United States gained more land.'

Level 2: Describes events. [3–5]

e.g. 'Although the purchase seemed to be a bargain at the price of \$15 million, it added considerably to the national debt.'

'The size of the United States automatically doubled. 828,000 square miles were added to the republic.'

'After the purchase the United States controlled the banks of the Mississippi which was probably one of the most fertile river valleys in the world.'

(b) Explain why U.S. relations with Mexico were difficult before 1853.

Level 1: General answer. [1]

e.g. 'Americans wanted land that was in Mexico.'

Level 2: Identifies why. [2–4]

e.g. 'Texas had gained independence from Mexico in 1836.'

'The belief in 'Manifest Density' was partly the cause of the war with Mexico from 1846 to 1848.'

Level 3: Explains why. [5–7]

e.g. 'The Mexican leader, Santa Anna, never fully accepted Texan independence. There was a fear among Texans that Mexico would make a big effort to win back the territory. Partly to protect Texas from Mexico, in 1844 Congress decided that Texas should become the 28th state of the Union.'

'President Polk deliberately provoked a war with Mexico in the hope of gaining California. The war finished with the signing of the Treaty of Guadalupe-Hidalgo in February 1848. As a result the United States gained, for a payment of \$15 million, the whole of California. Mexico had lost half of its overall territory and this caused long-lasting resentment.'

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(c) 'The U.S. entered the First World War in 1917 because of submarine warfare. do you agree with this view? Explain your answer.'

Level 1: Unsupported assertions.

e.g. 'This statement is true because German submarines threatened U.S. ships.'

Level 2: Identifies reasons/issues. [2–3]

e.g. 'German U-boat attacks on British merchant ships were considered outrageous by many Americans. This feeling was made worse when the passenger ship Lusitania was sunk by a German U-boat on May 7 1915. Among the dead passengers were 128 Americans.'

'On January 31, 1917 Germany announced that it was going to break the Sussex Pledge. This meant that German U-boats would go back to attacking merchant ships without warning.'

Level 3: Explains agreement OR disagreement. [3–5]

e.g. 'U-boat attacks on ships carrying American citizens undoubtedly angered the American public who put pressure on President Wilson to retaliate. After initially urging the need for caution, Wilson finally gave in when, in March 1917, Germany sank three United States ships. On 20 March the President's Cabinet voted for war to be declared.'

'Another factor that led to the United States committing to the war was the Russian Revolution of February 1917. The autocratic Tsar was replaced by a republican regime. Those in the United States in favour of the war were pleased by this. If America joined the war effort it could do so without having to be allies with a country ruled by an autocratic leader.'

Level 4: Explains agreement AND disagreement. [5–7]

Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?' [7–8]

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8 (a) What were the main characteristics of U.S. foreign policy in the 1920s?

Level 1: General answer.

e.g. 'The U.S. wanted to stay out of the affairs of other countries.'

Level 2: Describes events.

[3–5]

'President Harding encouraged world disarmament talks. A result of this was the Washington Conference of 1921.'

'The expansion of world trade became an important aim. It was encouraged by the passing in 1922 of the Ford-McCumber Tariff.'

'The Dawes Plan of 1924 was designed to help Germany recover from the war. This in turn would have boosted the world economy.'

'In 1928 15 countries signed the Kellog-Briand Pact. The United States designed this pact to preserve world peace. Signatories agreed not to use war to settle disputes.'

(b) Explain why relations between the U.S. and the U.S.S.R. changed from 1949 to 1991.

Level 1: General answer.

[1]

e.g. 'The U.S. and U.S.S.R. always had different ideas about how the world should be governed.'

Level 2: Identifies why.

[2–4]

e.g. 'The U.S.S.R was forced give up the blockade of Berlin in May 1949.'

'NATO was formed in April 1949 and the Soviet Union responded by forming an alternative military alliance called the Warsaw Pact.'

'The Cuban Missile Crisis was a turning point in relations. It took the world to the brink of nuclear war. After the crisis was resolved a "hot line" between Kennedy and Khrushchev was established.'

Level 3: Explains why.

[5–7]

e.g. 'President Nixon's policy of détente went a long way to easing tensions between the U.S. and the Soviet Union. It resulted in the Strategic Arms Limitation Treaty (SALT) signed in May 1972. Weapons production did not stop but both superpowers had at least acknowledged that the nuclear weapons race had been spiralling out of control.'

'Some historians give great credit to Ronald Reagan for encouraging the Soviet leader Gorbachev to develop friendlier relations with the U.S. Reagan had massively re-armed the United States to the extent that Russia could not keep up in the arms race. The announcement of the Strategic Defense Initiative ('star wars') in 1983 especially worried the Russians. Gorbachev became more willing to end the Cold War.'

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(c) 'U.S. politicians exaggerated the threat of terrorism to world peace in the period 2001 to 2010.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions.

e.g. 'Acts of terrorism happened throughout this period.'

Level 2: Identifies reasons/issues. [2–3]

e.g. 'After 9/11 the direction of American foreign policy changed. President Bush focused on the war on terrorism.'

'The U.S. invasion of Iraq in March 2003 was an example of the Bush Doctrine in action. It was said to be a preventative war. It was believed that Saddam Hussein had nuclear material that could be used to make nuclear weapons. In turn, some U.S. politicians thought such weapons might then be sold to terrorists.'

Level 3: Explains agreement OR disagreement. [3–5]

e.g. 'No evidence was found to suggest that Saddam Hussein had been building weapons of mass destruction. Also, the link between Iraq and Al-Qaeda was never proved.'

'The threat of terrorism to world peace may well have been exaggerated. For example, the so-called 'failed' Muslim states of Somalia and Chad did not pose any kind of threat to world peace. In general, there were no major terrorist attacks after 9/11 that threatened world peace.'

'President Bush argued that terrorism was strong in 'failed states'. Afghanistan was on the Failed States Index and was considered to be both a hiding place and breeding ground for terrorists linked to the Taliban. This provided justification for the invasion of Afghanistan in 2001.'

Level 4: Explains agreement AND disagreement. [5–7]

Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?' [7–8]