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Paper 1 The Making of a Nation 1754–2000

October/November 2016

MARK SCHEME

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Section A: Government and the People 1754–2000

1 (a) Describe the ideas of Jacksonian Democracy. [5]

Level 1: General answer [1–2]

E.g. 'Andrew Jackson tried to make America more democratic by changing the way the country was run.'

Level 2: Describes events [3–5]

E.g. 'The ideas of Jacksonian Democracy were associated with Andrew Jackson and his supporters who believed that the common man should be more involved with politics. During this time the right to vote was extended to nearly all white men and property qualifications were removed. They also wanted the president, or executive branch of government, to be more important than Congress. Jacksonian Democrats believed in Manifest Destiny so that the West could be settled by white farmers.'

(b) Explain why the issue of States' Rights was important before 1850. [7]

Level 1: General answer [1]

E.g. 'The issue of States' Rights was important because they made the North and South hate each other.'

Level 2: Identifies why [2–4]

E.g. 'States' Rights once again became an issue for debate in the 1840s because lots of new territory was being added to the United States. Lots of people moved West because of the discovery of gold in California in 1848.'

'The Calhoun Doctrine which was published in 1847 said that each state was sovereign. This meant that they could decide what they wanted and that people could take slaves to new states. It also stated that any state could decide to leave the Union if it wished.'

Level 3: Explains why [5–7]

E.g. 'The issue of States' Rights became more associated with slavery during the 1840s. People were worried about how the new territories that were being added in the West would be added to the Union and whether there would be an imbalance between slave and free states in the Senate. The Wilmot Proviso in 1846 tried to say that slavery would not be allowed in any territory gained from the Mexican wars, but many Southerners saw this as going against the idea of states deciding for themselves.'

'In many ways the Missouri Compromise, which was passed in 1820, ensured that States' Rights would again become a problem for the United States. It stated that slavery would not be permitted above the line of 36 degrees – 30 minutes. However, by the 1830s and '40s as people were moving into these new territories the issue of whether new states could decide about slavery for themselves had begun to cause conflict. This was expressed in the Calhoun Doctrine of 1847.'

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- (c) “The South lost the Civil War because of poor political leadership.” How far do you agree with this view? Explain your answer. [8]

Level 1: Unsupported assertions [1]

E.g. ‘Abraham Lincoln was a better politician so the North won the Civil War.’

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

E.g. ‘Jefferson Davies, the Confederate President, was seen by many as weak and obstinate, he was not good at working with other people.’

‘The government of the Confederacy found it very difficult to pay for the war and what they did do was often unpopular. In 1863 they passed the Impressment Act which allowed food and goods to be taken from people to help front line armies.’

‘Davies often showed a good understanding of the war and tried to take measures to pay for the fighting. He did his best to inspire Southerners by touring the Confederacy to try to get people on his side.’

Level 3: Explains agreement OR disagreement [4–5]

E.g. ‘Davies failed to build the political will that was necessary for the Confederacy to win the Civil War. He was unable to convince people of the need to make sacrifices and couldn’t build the sense of nationalism that was needed. So Southerners were angry when his government passed laws like the Taxation in Kind Act which authorised the government to take 10% of produce from all farmers to use in the war effort. These problems with the war effort, which came from political troubles, meant that the army was not properly supported.’

‘The strength of the Union army and the victories which it had over the Confederacy was something that politicians in the South could do little about. Davies had the good sense to appoint General Lee, but even then it was difficult to beat the Union army which had superior tactics and resources. In this way military weaknesses were much more important than political problems in the South losing the Civil War.’

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of ‘How far...’ [8]

- 2 (a) Describe what was meant by “Normalcy” in the 1920s. [5]

Level 1: General answer [1–2]

E.g. ‘Americans wanted to get back to normal after fighting the First World War.’

Level 2: Describes events [3–5]

E.g. ‘A ‘return to Normalcy’ was a promise made by Republican politicians in the early 1920s as the United States tried to recover from fighting the First World War.’

‘Warren G. Harding won the Presidential election in 1920 with the promise of a ‘return to Normalcy’. For Republicans this meant a return to the policies of Isolationism and powerful big business. They wanted this not only after the First World War but as a result of 8 years of Progressive Democrat rule.’

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(b) Explain how the U.S. government reacted to the Wall Street Crash before 1933. [7]

Level 1: General answer [1]

E.g. 'The government didn't do anything to help people before 1933 when FDR came up with the idea of the New Deal.'

Level 2: Identifies why [2–4]

E.g. 'Hoover's government believed in small government and 'rugged individualism'. Shanty towns that grew up in big cities became known as Hoovervilles.'

'In 1932 President Hoover passed the Emergency Relief and Reconstruction Act to help the unemployed.'

Level 3: Explains why [5–7]

E.g. 'The President at the time of the Wall Street Crash was Herbert Hoover. His Republican beliefs, including the idea of 'rugged individualism', meant that he was reluctant to become involved in helping people out of the situations they found themselves in. This meant he believed that neighbours and businesses should be helping people rather than federal government.'

'It is unfair to say that Hoover did nothing in response to the Wall Street Crash. By 1932 it was obvious that he would need to take some steps to help people who were living in so-called Hoovervilles and were unemployed. He began to use money to build things, like paying for the construction of the Hoover Dam. He also passed the Emergency Relief and Reconstruction Act which was designed to help the unemployed. However, often the state governments were reluctant to use this money as they were also run by Republicans.'

(c) "The Republican administrations of Harding and Coolidge (1921 to 1929) were complacent." How far do you agree with this view? Explain your answer. [8]

Level 1: Unsupported assertions [1]

E.g. 'I agree because Republican Presidents in the 1920s didn't do anything to help people out.'

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

E.g. 'President Coolidge was known as 'Silent Cal' because he didn't do very much and didn't interfere with big business.'

'Republican presidents believed in laissez-faire government. This meant that they stayed out of the decisions made by business and didn't get involved in people's lives.'

'The Fordney McCumber Tariff Act was a form of protectionism which was designed to help American producers get the best price for their goods.'

'President Hoover did try to do something to help the economy after the Wall Street Crash, for example, he built the Hoover Dam.'

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Level 3: Explains agreement OR disagreement**[4–5]**

E.g. ‘It could be argued that the Republican Presidents of the 1920s were not complacent but followed specific policies which were designed to improve the economy. The laissez faire policy which they applied to business was deliberate and had a great deal of success. The economy began to boom in the 1920s and many people had a higher standard of living. This was also seen in the Fordney McCumber Tariff Act which helped American business get the best prices for their goods. It was a form of protectionism.’

‘The Republican governments of the 1920s were definitely very complacent. They did little to help the 60% of the population that remained below the poverty line even during the economic boom. They also allowed businesses to keep on producing goods which were not needed which made prices fall. In the late 1920s, when American industry tried to sell its surplus in Europe, they were hurt by the protectionist policies which had been passed in retaliation to the Fordney McCumber Tariff Act.’

Level 4: Explains agreement AND disagreement**[6–7]****Level 5: Explains with evaluative judgement of ‘How far...’****[8]**

Note: Relevant ideas on foreign policy should be credited accordingly.

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Section B: Who are Americans?

3 (a) What happened at the Seneca Falls Convention in 1848? [5]

Level 1: General answer [1-2]

E.g. 'The early suffrage campaigners held a meeting at Seneca Falls to discuss women's rights.'

Level 2: Describes events [3-5]

E.g. 'In July 1848, Elizabeth Cady Stanton and Lucretia Mott organised a meeting to discuss the mistreatment of women in all walks of life. Over 300 people met just outside of New York and listed ways in which women were discriminated against. This included problems they faced politically, economically and in religious life. The meeting encouraged other groups of women to meet and talk about how their lives could be improved. A document was signed at the Convention which was called the Declaration of Rights and Sentiments; it laid out what should be done about gaining more rights for women. The meeting is often seen as the beginning of the women's suffrage campaign in the United States.'

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- (b) Explain why the American Rights Association, founded in 1866, led to disagreements among campaigners. [7]

Level 1: General answer [1]

E.g. 'The American Rights Association wanted equal rights for everyone, regardless of race or gender.'

Level 2: Identifies why [2–4]

E.g. 'The proposed 15th Amendment to the Constitution dealt with the issue of black suffrage but ignored campaigns for female suffrage.'

'Lucretia Mott was the President of the ARA. In the past she had fought for the abolition of slavery but had been prevented from taking part in conferences because she was a woman.'

'In 1867 the ARA fought a campaign in the state of New York which would see women being given voting rights as well as the removal of property qualifications which discriminated against black voters.'

Level 3: Explains why [5–7]

E.g. 'Many in the women's movement felt that after the abolition of slavery at the end of the Civil War the time had come to concentrate on gaining women's suffrage. During the 1850s these two campaigns had often been fought together and the American Rights Association founded in 1866 wanted to continue this. However, many abolitionists disagreed and wanted to focus on the issue of civil and voting rights for black Americans. For example, in New York in 1867 Horace Greeley turned against the ARA and said that black voting was more important than women's suffrage. This caused a lot of disagreement between campaigners who had been on the same side.'

'The proposed 15th Amendment to the Constitution dealt with the issue of black suffrage but ignored campaigns for female suffrage. This was seen as an insult by many female members of the ARA who had campaigned for abolition in the past. Therefore campaigners disagreed about whether they should demand women's rights immediately or continue to work for the rights of Afro-Americans first.'

Note: The organisation is listed as the American Rights Association on the syllabus for this qualification. Thus it has been referred to as such here. It is also known as the American Equal Rights Association (AERA). Either designation is, of course, acceptable when marking.

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- (c) “Women failed to get the vote before 1900 because their methods were not effective.”
How far do you agree with this view? Explain your answer. [8]

Level 1: Unsupported assertions [1]

E.g. ‘Women didn’t get the vote before 1900 because they couldn’t agree on what to do.’

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

E.g. ‘After the issue of women’s votes was not included in the 14th Amendment there were disagreements and splits between former abolitionists and women like Susan B. Anthony.’

‘The Woman’s Christian Temperance Union was founded in 1874 and focussed on voting rights as well as encouraging people to avoid alcohol. This was unpopular with some other people that supported women’s suffrage.’

‘The Seneca Falls Convention in 1848 is often seen as the beginning of the women’s rights movement. It was organised by Quakers and called for equality and the right to vote.’

Level 3: Explains agreement OR disagreement [4–5]

E.g. ‘There were often splits in the way that women wanted to campaign for equal rights and the other things they cared about. The split in the women’s movement which happened in 1869 after the 14th Amendment was passed happened because some women wanted to move away from their former allies – abolitionists who were more interested in voting rights for black men. This split was not resolved until 1890 when National American Woman’s Suffrage Association was formed. This meant that the suffrage movement wasted a lot of time disagreeing with each other, which meant that they struggled to achieve their aims.’

‘The struggle to achieve voting rights was also about the ineffective and unpopular methods that women’s rights campaigners sometimes used. After the Seneca Falls Convention in 1848, there was a period when slavery and the Civil War meant that many people were not focussed on women’s rights. It was difficult for women’s rights campaigners to get their message across in this climate. Later in the century it was difficult to attract support because links with the temperance movement made women’s rights unpopular.’

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of ‘How far...’ [8]

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4 (a) What was the impact of the Second World War on employment opportunities for women? [5]

Level 1: General answer [1–2]

E.g. 'Women did lots more work in the Second World War because there were no men around.'

Level 2: Describes events [3–5]

E.g. 'With millions of men away in the armed forces as part of the war effort, women were needed to take over the many jobs which were left vacant. Some served in the armed forces as drivers, secretaries and telephone operators but many more worked in factories supporting the war effort. Women were encouraged to sign up for war work by figures like Rosie the Riveter who represented women in the aircraft industry. For many women it was the first experience they had of working outside the home and in paid employment.'

(b) Explain why the Roe v. Wade judgment in 1973 was important to the women's movement. [7]

Level 1: General answer [1]

E.g. 'Roe v. Wade made it legal for women to have an abortion in America.'

Level 2: Identifies why [2–4]

E.g. 'The case was taken to the Supreme Court under the alias Jane Roe who challenged the law in Texas where abortion was outlawed.'

'During the 1960s many women were forced to have illegal abortions; this was very unsafe. In 1965, 17% of all deaths related to pregnancy and childbirth were the result of illegal abortions.'

'The Equal Rights amendment had been passed the year before which was another victory for the women's movement.'

Level 3: Explains why [5–7]

E.g. 'Throughout the 1960s the women's movement had been campaigning for the right of women to choose what to do with their own bodies. This included the use of contraception as well as sexual harassment and equal rights. They saw the legalisation of abortion as a result of Roe v. Wade as very important to ensuring that women had the right to privacy and control of their own bodies.'

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- (c) “The campaign for gender equality was very successful in the period from 1960 to 2000.” How far do you agree with this view? Explain your answer. [8]

Level 1: Unsupported assertions [1]

E.g. ‘Women’s lives got a lot better in the period because society changed and they could do different jobs. There was less sexism.’

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

E.g. ‘In 1963, *The Feminine Mystique* by Betty Friedan was published which got a lot of publicity for the women’s rights campaign.’

‘In 1973, the Roe v. Wade judgement was made in the Supreme Court which said that women were entitled to a legal abortion. This decision went against the laws in lots of individual states.’

‘In the late 1990s, there were still discussions over equal pay even though an equal pay act was passed in 1963. It was shown that although the gap was narrowing, this process slowed in the 80s and 90s.’

Level 3: Explains agreement OR disagreement [4–5]

E.g. ‘As part of the Civil Rights Act of 1964 discrimination on the basis of gender was banned, which shows that the campaign for gender equality was successful in the 1960s. This meant that women could not be excluded from certain jobs on the basis of their gender. This was followed by a strengthening of the act in the 1970s to include professionals such as teachers. Although by the year 2000 there was still a gender pay gap, the idea that women should be paid equally was a success for the campaign for gender equality.’

‘During this period there was a failure to make the issue of gender equality part of the Constitution which meant that the campaign had not been very successful. One example of this was in 1972 when Congress passed the equal rights amendment but it was not ratified by the states to be made part of the Constitution of the United States.’

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of ‘How far...’ [8]

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Section C: Economic and Social Change 1754–2000

5 (a) Describe the growth of Mormonism before 1850. [5]

Level 1: General answer [1–2]

E.g. ‘Mormons believed in a different kind of religion and went West to try and control their own land.’

Level 2: Describes events [3–5]

E.g. ‘The Church of Jesus Christ of the Latter Day Saints, also known as Mormonism, was founded in 1830 by Joseph Smith. He and his followers believed that they could return to the ideas of the early Christian church and build a new community in the United States. Members of the group tended to live closely together and attracted dislike from people around them as a result of forming their own militia and their practice of multiple marriage or polygamy.’

‘In 1846–7, they took part in a trek to the desert surrounding the Great Salt Lake in land which still belonged to Mexico and began to build a community. By 1848, there were 5 000 Mormons living in the settlement of Deseret.’

(b) Explain why the Social Gospel Movement became important in the 1880s and 1890s. [7]

Level 1: General answer [1]

E.g. ‘The Social Gospel Movement wanted to help people and make their lives better.’

Level 2: Identifies why [2–4]

E.g. ‘The Social Gospel Movement wanted to use Christian ideas to solve social problems in cities in the United States. They were worried about issues such as poverty, alcoholism, crime and child labour.’

‘There were lots of problems in cities which had seen a huge increase in their population in the decades after the Civil War. In 1870, Chicago had a population of 300 000, whereas by 1890 it had grown to 1.1 million.’

‘Protestant pastors like Washington Gladden tried to deal with the social problems that they saw in the cities they worked in. Gladden was shocked at the problems he saw in Springfield, Massachusetts and tried to help people there.’

Level 3: Explains why [5–7]

E.g. ‘The growth of cities and new types of industries in the late 19th century meant that many people living in cities had to endure very poor conditions. Before the Civil War, many people lived in small communities doing agricultural work but from the 1870s onwards many people moved to cities to work for big business corporations in factories. There had also been a lot of new immigration which meant that cities were full of people who worked for low wages. These issues worried people who joined the Social Gospel Movement who wanted to improve the morals of people in the cities by reforming public health and schooling.’

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- (c) “Religion became less important in U.S. society between 1850 and 1900.” How far do you agree with this view? Explain your answer. [8]

Level 1: Unsupported assertions [1]

E.g. ‘Religion was less important because in the late 19th century people moved to cities and didn’t go to church as much.’

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

E.g. ‘The Social Gospel Movement tried to reform cities in this period by focussing on the moral problems in people’s lives. This was part of what was known as the Third Great Awakening.’

‘This period was known as the Gilded Age where many people became more interested in wealth and moved to cities to try and find wealth. People moved away from their family backgrounds and lived very different lives in cities such as Boston, Chicago and New York.’

‘The levels of immigration in this period were very high and new immigrants were often of a different religion. In Boston there were a lot of Irish immigrants who were Catholics and this was also true of Italian immigrants in places such as Brooklyn in New York. These religious differences often caused problems amongst different groups.’

Level 3: Explains agreement OR disagreement [4–5]

E.g. ‘The new life that people encountered in cities in the late 19th century meant that religion was less important to many people’s lives. People who moved from the country often lost touch with their roots and married people from a different religion or background. They also sometimes became linked with crime or prostitution which went against religious teachings. All this shows that religion was less important.’

‘The Third Great Awakening that took place in the late 19th century showed that religion was just as important, if not more so, as it had been before. Social reformers worked hard to spread the religious message of Protestantism to inner city areas and many new immigrants meant that cities became home to bigger communities of the followers of Judaism and Catholicism. These religions had existed in the United States before but not in such large numbers or concentrations. Therefore, religion remained very important to people’s lives even if there was more than just one religion.’

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of ‘How far...’ [8]

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6 (a) What was the importance of the Hollywood movie industry in the 1920s and 1930s? [5]

Level 1: General answer [1–2]

E.g. 'Lots of people liked going to see movies in this period so Hollywood was really important in people's lives.'

Level 2: Describes events [3–5]

E.g. 'Hollywood movies were an important influence on popular culture in the 1920s and '30s. In the 1920s, going to the movies was the most important form of entertainment for many people. People copied the styles of the flappers seen in films or the hairstyles of actresses like Clara Bow.'

'By 1930, weekly movie attendance totalled nearly 90% of the population which made Hollywood very important to people's lives. During the 1930s, Hollywood made films which tried to reassure people about their lives as they faced the Depression.'

(b) Explain why a counter-culture developed in the 1950s and 1960s. [7]

Level 1: General answer [1]

E.g. 'People wanted to change America so a counter-culture developed which tried to do this.'

Level 2: Identifies why [2–4]

E.g. 'During the late 1950s and 1960s, young people who had been born either during or just after the Second World war were old enough to start challenging the ideas their parents believed in.'

'In the 1950s, the Beat Generation wrote books which included lots of new ideas about how people should live; one example of this was *On the Road* by Jack Kerouac which was published in 1957. During the 1960s, many of these writers, such as Allen Ginsberg, became linked with the Hippie movement which wanted to make bigger social changes.'

'Woodstock was a big event for the counter-culture movement. Musicians who were part of the movement and called for social change gathered there. Jimi Hendrix performed a famous version of *The Star Spangled Banner* at the festival in New York State.'

Level 3: Explains why [5–7]

E.g. 'The counter-culture movement developed because of the way young people felt about their lives in the 1950s and '60s. The threat of nuclear weapons during the Cold War had a big effect on the way many young people thought about the world and made them want to challenge the way their parents thought. They were no longer willing to wait for reform to come but wanted to force society to change through, for example, the civil rights and anti-war movements.'

'Many young people wanted to reject the organised religion of their parents' generation which meant they experimented with Buddhism and eastern mystic ideas. Others joined counter-culture groups as many Hippies were interested in astrology and talked about the dawning of the Age of Aquarius which would bring peace to the world.'

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- (c) “Changes in popular culture had little influence on the lives of most Americans from 1955 to 1975.” How far do you agree with this view? Explain your answer. [8]

Level 1: Unsupported assertions [1]

E.g. ‘American life changed a lot in this period and people started to take a more modern attitude to life.’

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

E.g. ‘During the Vietnam War, people were able to watch the effects of war for the first time using the television sets that most people had in their homes by the late 1960s.’

‘The sexual revolution of the period which saw the launch of the contraceptive pill and a change in attitudes to sex was important for changing the way people lived.’

‘President Nixon appealed to the ‘silent majority’ when running for election in 1969. He thought there was another America beyond counter-culture and protest.’

Level 3: Explains agreement OR disagreement [4–5]

E.g. ‘The period from 1955–75 saw lots of change in the lives of ordinary Americans because of the impact of protest and counter-culture movements. By 1975, 97% of the population had a television which meant that new ideas were being seen in homes around the country. Pictures of the horrific injuries caused by modern weapons in Vietnam were shown on TV and changed people’s ideas about war. In 1970, the song ‘War’ by Edwin Starr, which was against the idea of war, was top of the Billboard 100 chart. This showed how popular these ideas had become during the 1960s.’

‘People who were part of the protest or counter-culture movements in the United States were only a very small proportion of people. In reality, most people did not change the way they lived very much. In towns across America people continued to go to church and live a suburban lifestyle. It was these people that Richard Nixon called the ‘Silent Majority’. This shows that changes in popular culture actually had very little impact on the lives of most Americans during the period.’

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of ‘How far...’ [8]

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Section D: The U.S.A. and the World 1754–2000

7 (a) What was the Trent Affair of 1861? [5]

Level 1: General answer [1–2]

E.g. 'The Trent Affair caused an argument between the United States and Great Britain.'

Level 2: Describes events [3–5]

E.g. 'The Trent was a British mail ship which was travelling across the Atlantic. In November 1861, Charles Wilkes, a U.S. navy officer, found two confederate agents on board the ship who were on their way to Europe to negotiate with the British and the French. Davies wanted Great Britain to officially recognise the Confederacy as a sovereign state and gain more international support. The British complained that Wilkes had boarded the ship illegally and broken British neutrality in the war. Some thought that the North and Great Britain would go to war but the crisis was resolved when the Confederate agents were released.'

(b) Explain why the Pacific became a focus for U.S. foreign policy after 1853. [7]

Level 1: General answer [1]

E.g. 'America wanted more power in the Far East and so wanted to take control of countries around the Pacific Ocean.'

Level 2: Identifies why [2–4]

E.g. 'In July 1853, Commodore Matthew Perry arrived in Tokyo with four ships seeking to start trading between America and Japan for the first time in over 200 years.'

'The islands of Hawaii were formally annexed by the United States in 1898 even though the islanders had been fighting against American control.'

'The acquisition of California meant that the United States became more interested in the Pacific.'

Level 3: Explains why [5–7]

E.g. 'The acquisition of California meant that the United States became more interested in the Pacific. This was because California becoming a state meant that the U.S. had a large port on the Pacific coast which could be used for trading across the Pacific. This was the main reason for Perry's expedition to Japan in 1853. Japan was an ideal place to stop and reload coal supplies on the steam ships taking goods to and from China.'

'Another reason for increased territorial acquisitions in the Pacific was that many Americans saw it as their duty to civilise the mainland and islands of the Far East. Similar to the ideas of Manifest Destiny which had been used in mainland America, these ideas led to the popularity of annexing Hawaii in 1898.'

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- (c) “Between 1820 and 1900, the main aim of U.S. foreign policy was to gain influence in Central and South America.” How far do you agree with this view? Explain your answer. [8]

Level 1: Unsupported assertions [1]

E.g. ‘The United States was more worried about gaining influence in Central and South America because they were very close neighbours and could cause trouble for the US.’

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

E.g. ‘The Monroe Doctrine announced in 1823 said that any attempt to take over land in South America would be met with intervention by the United States.’

‘In 1853, Matthew Perry arrived in Tokyo harbour to try and re-establish trade between the United States and Japan.’

‘In 1898, the United States fought the Spanish American war to try and get rid of Spanish influence in Central America.’

Level 3: Explains agreement OR disagreement [4–5]

E.g. ‘The United States’ interest in the Panama Canal shows that even by the end of the 19th century one of its main foreign policy interests was in controlling Central America. The project to build a canal to connect the Atlantic and Pacific oceans had been planned since the early 1820s but it was not until the 1880s that the French started construction on the project. President Theodore Roosevelt was very keen to take control of the project and encouraged rebels in Panama to revolt with the promise of US assistance. The United States took control of building the canal in 1904 showing that foreign policy was often focussed on this region.’

‘During the last half of the 19th century, United States foreign policy began to look more widely around the world; it was particularly interested in the Pacific. In 1853, Matthew Perry arrived in Tokyo to try to open up Japan to US trade. This was followed by attempts to trade with China which were successful as a result of the Treaty of Tianjin in 1858. This shows that US foreign policy was not just interested in Central and South America.’

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of ‘How far...’ [8]

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8 (a) Describe the main features of the Marshall Plan of 1948. [5]

Level 1: General answer [1–2]

E.g. 'The Marshall Plan was when America gave money to Europe to stop Communism.'

Level 2: Describes events [3–5]

E.g. 'The Marshall Plan consisted of money and resources distributed to European countries by the United States. It was hoped that if recovering countries had money to spend that they would be less likely to become Communist. George Marshall said the plan was aimed against 'hunger, poverty, desperation and chaos'. It is often seen as the economic part of the Truman Doctrine that was trying to contain Communism. Over five years, \$13.5 billion was paid out to 16 countries; Great Britain, France and Italy received the most money.'

(b) Explain why President Truman followed a policy of containment. [7]

Level 1: General answer [1]

E.g. 'President Truman wanted to stop Communism from spreading around the world.'

Level 2: Identifies why [2–4]

E.g. 'The Truman Doctrine was announced in a speech in 1947 in order to stop Greece from becoming Communist.'

'The Marshall Plan was part of the Truman Doctrine. It aimed to send money to countries which were in danger of becoming Communist.'

'In 1950, the United States became involved in the conflict in Korea where the Communist North was trying to spread to the South. The United States and forces from the United Nations were in Korea for three years.'

Level 3: Explains why [5–7]

E.g. 'Truman followed a policy of containment because the United States was worried about the threat of Communism spreading across Europe and other regions in the world. Truman believed that countries which were poor and had struggling political systems were vulnerable to Communism. To prevent this from happening, containment was meant to allow Communists to remain in the countries where they already had power but to go no further. The first example of this was in Greece in 1947 where the US gave money and other resources to help stop Communists taking power.'

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- (c) “The U.S.A. was successful in achieving its aims in Vietnam between 1954 and 1975.”
How far do you agree with this view? Explain your answer. [8]

Level 1: Unsupported assertions [1]

E.g. ‘The USA lost the war in Vietnam; it was a disaster.’

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

E.g. ‘The United States got involved in Vietnam because they wanted to stop the spread of Communism and believed in the domino theory. Domino theory was the belief that Communism would spread throughout South-East Asia if it was not stopped.’

‘The impact of the war in the USA was not good. By the end of the 1960s, many people felt that the war was not worth fighting. Many protest movements developed, especially amongst students who were opposed to US involvement in Vietnam. At Kent State in 1970, a student protest ended in four students being shot by the National Guard.’

‘The United States soldiers were confused by the tactics used by the Viet Cong when they were fighting in Vietnam. The Viet Cong used guerrilla warfare to dodge the American troops and were very skilled at using a series of tunnels to appear by surprise in the middle of the jungle. Many American soldiers were killed in the fighting.’

Level 3: Explains agreement OR disagreement [4–5]

E.g. ‘The United States was successful in preventing the spread of Communism along the lines suggested by ‘domino theory’ which was one of the main reasons they were involved in Vietnam. They also avoided the threat of a general war with direct involvement from the USSR and China which was a concern of many people during the atmosphere of the Cold War. This shows that the USA did achieve some of its aims in Vietnam.’

‘The USA failed in its main aim of defeating Communism in Vietnam. It was unable to win the hearts and minds of citizens in Vietnam who were drawn to the ideas and tactics of the Viet Cong. US tactics like Operation Rolling Thunder, which lasted from 1965 to 1968, were unpopular both in Vietnam and at home.’

Level 4: Explains agreement AND disagreement [6–7]

Level 5: Explains with evaluative judgement of ‘How far...’ [8]