



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

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**AMERICAN HISTORY (US)**

**0409/01**

Paper 1 Making of a Nation

**May/June 2018**

MARK SCHEME

Maximum Mark: 60

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**Table 1**

The table should be used to mark the 6 mark part (b) questions.

<b>Target: Demonstrating an understanding of historical explanation (AO1 &amp; AO2)</b>		<b>Marks</b>
<b>Level 4</b>	Explanation of at least TWO identified reasons.	6
<b>Level 3</b>	Explanation of ONE identified reason.	4–5
<b>Level 2</b>	Identifies AND/OR describes reasons.  No valid explanations given for reasons.	2–3
<b>Level 1</b>	Valid general comment lacking specific subject knowledge.	1
<b>Level 0</b>	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.

<b>Target: Demonstrating the ability to analyse historical events and come to a substantiated judgment (AO1 &amp; AO2)</b>		<b>Marks</b>
<b>Level 5</b>	Explains with evaluation of “To what extent” with a substantiated judgment. A developed explanation of both sides of agreement AND disagreement. Argument supported by relevant and accurate contextual knowledge.	10
<b>Level 4</b>	Explanation of both sides of agreement AND disagreement. Argument supported by relevant and accurate contextual knowledge.	7–9
<b>Level 3</b>	Explanation of one-side of agreement OR disagreement. Supported by relevant and accurate contextual knowledge.  Marks within this level should be decided on the quality of explanation.  A one-sided answer no matter how detailed cannot be awarded more than 6 marks.	4–6
<b>Level 2</b>	Identifies AND/OR describes reasons. Deployment of relevant and accurate contextual knowledge.  No valid explanations given for reasons.	2–3
<b>Level 1</b>	Valid general comment lacking specific subject knowledge.	1
<b>Level 0</b>	No evidence submitted or response does not answer the question.	0

Question	Answer	Marks
1(a)	<p><b>Describe the creation of the US Constitution, 1787 to 1788.</b></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"> <li>• Alexander Hamilton persuaded Congress to call a Convention to deal with the issues caused by the Articles of Confederation (1), the Constitutional Convention met in Philadelphia in May 1787. (1)</li> <li>• The delegates to the Convention argued over representation and the place of slaves within the Union. (1)</li> <li>• On September 17th 1787, 38 delegates signed the Constitution. (1)</li> <li>• The Constitution then had to be ratified by 9 out of 13 states (1), this finally happened in June 1788 when New Hampshire ratified the Constitution. (1)</li> </ul>	<b>4</b>
1(b)	<p><b>Why did the relationship between the colonists and the British government get worse by 1776?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• The colonists disagreed with many of the rules which the British parliament imposed on them. 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.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In March 1770 British troops killed five colonists who were protesting about the import duty on tea; this became known as the Boston Massacre.</li> <li>• In December 1773, colonists threw tea into Boston harbour; this was known as the Boston tea party.</li> <li>• In 1774, the British government passed the “Intolerable Acts” which put strict controls and rules on the colonies.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• The American colonists did not like being told what to do by the British; it was all about taxes.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
1(c)	<p><b>To what extent was the Bill of Rights the most important step towards democracy in the United States before 1840? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <p>“The Bill of Rights was very important for building the democracy of the United States because it limited the power of government and set out rights that were beyond the reach of politicians. Before they were ratified in 1791 many Antifederalists were worried that the Constitution did not provide enough protection against an abuse of power by government. Therefore, the Bill of Rights was the most important step in making the United States a democratic country because it protected peoples’ rights in those first 10 amendments.”</p> <p><b>OR</b></p> <p>“The period of Jacksonian democracy was more important in developing a democratic country because it gave rights to more people. Jackson called himself the “Champion of the Common Man” and during this period all white males were given the vote and property qualifications were removed. This was more important than the Bill of Rights because it allowed more people to take part in elections and democracy.”</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Constitution was ratified in 1788 and is the basis of American democracy.</li> <li>• In the early nineteenth century political parties developed with different ideas about democracy and running the country.</li> <li>• The Bill of Rights was passed in 1791; it includes the first ten amendments to the Constitution.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• I agree it was really important because it gave people more rights.</li> </ul> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
2(a)	<p><b>How did foreign powers support the colonists during the Revolutionary War?</b></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"> <li>• In 1778 Benjamin Franklin signed a treaty with France that stopped either country making peace with Britain. (1)</li> <li>• Spain officially entered the war on June 21 1779. (1)</li> <li>• Between 1778 and 1782 the French provided supplies, arms, troops and ammunition to the Continental army (1); French assistance was crucial in securing British surrender at the battle of Yorktown. (1)</li> </ul>	<b>4</b>
2(b)	<p><b>Explain why the United States went to war with Great Britain in 1812.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• The British had been at war with France for many years and were trying to increase the size of their navy by forcing into service men they seized from American vessels. This was known as impressment and caused a lot of anger in the United States because they were an independent country which did not want to be involved with the war. This interference with American citizens was one of the major causes of the war of 1812.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The United States accused the British of arming Native American tribes along the Western frontier.</li> <li>• In 1810 President James Madison ended all trade with Great Britain.</li> <li>• Pro-war voices in Congress known as “War Hawks” increasingly called for a war against Britain.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• The war of 1812 happened because the United States was not happy with the actions of Great Britain.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
2(c)	<p><b>“Declining Spanish power was the biggest factor in the expansion of the United States by 1853.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <p>“At the beginning of the nineteenth century Spain lost a lot of its power in the Americas and this meant that the United States could take control of territory previously held by the Spanish. For example, in 1819 the United States was able to take control of Florida whilst Spain was struggling to control independence movements across the continent. This shows that the dwindling power of Spain was very important for the expansion of the United States.”</p> <p><b>OR</b></p> <p>“The relationship that the United States had with France was much more important when it came to expansion of territory before 1853. For example in 1803 the Louisiana Purchase was agreed between France and the United States. This agreement doubled the size of the United States overnight and gave the important port of New Orleans to America. This was the most important expansion in the early nineteenth century.”</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In 1821 Mexico gained independence from Spain and later the United States took control of some of its territory.</li> <li>• In 1846 the United States signed the Oregon treaty with Great Britain which agreed the border at the 49th parallel.</li> <li>• In 1846 the United States annexed Texas which had previously been land controlled by the Spanish empire.</li> <li>• Economic expansion towards the North West during the 1830s and 1840s; including the idea of Manifest Destiny.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>I agree because there are lots of places in America that used to belong to Spain.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
3(a)	<p><b>Describe Tecumseh’s Confederacy.</b></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"> <li>• Tecumseh was a leader of the Shawnee tribe (1) who followed the teachings of Tenskwatawa or the Prophet. (1)</li> <li>• Tecumseh believed that Indian land belonged to all tribes and that the only way of giving land to America was if all tribes agreed (1); he wanted to force America to deal with all the tribes together. (1)</li> <li>• The Confederation of tribes was seen as a threat to America and in 1811 William Henry Harrison led an army to Prophetstown to attack Tecumseh. (1)</li> <li>• Prophetstown was destroyed as many tribes went back to their own villages (1); Tecumseh was killed in 1813. (1)</li> </ul>	4
3(b)	<p><b>Explain how the Plains Wars changed the relationship between the United States and Native American communities.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• One of the biggest changes was the way in which Native Americans were increasingly moved onto smaller sections of land and then onto reservations. This often happened because of a quest for natural resources by the American government and white settlers. For example, in 1874 gold was discovered in the Black Hills of Dakota, this meant that Native communities were removed from their land and told where to live by the US government.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Many Native Americans were sent to boarding schools where they were forced to learn English and become “Americanised”.</li> <li>• Many Native Americans lost their traditional way of life; they could not hunt buffalo anymore.</li> <li>• The Dawes Act of 1887 moved many Native people onto reservations.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• The wars caused a lot of death and destruction and meant that the Native Americans and the white Americans did not get on with each other.</li> </ul> <p>Other relevant responses should also be credited.</p>	6



Question	Answer	Marks
3(c)	<p><b>“The Indian Removal Act was the most damaging government policy for Native Americans during the nineteenth century.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <p>“The Indian Removal Act of 1830 did a huge amount of damage to the tribes of the South East United States. The treaties that tribes such as the Creeks and Seminoles 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 South East 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><b>OR</b></p> <p>“The Dawes Act, which was passed in 1887, had a far greater impact on Native American culture than other government actions 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><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In September 1830, tribes such as the Creeks and Seminoles signed treaties agreeing to leave their homes in the South East and move west.</li> <li>• The Cherokee tribe were forced to march West by the United States army; this became known as the “Trail of Tears”.</li> <li>• In the 1870s, the United States government fought a series of battles with Native American tribes; one example of this was The Battle of The Little Bighorn.</li> <li>• The destruction of the buffalo had a big impact on the way Native Americans lived their lives.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>I disagree because all the wars that the Indians fought with the United States were really bad.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
4(a)	<p><b>What were the terms of the Compromise of 1850?</b></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"><li>• The Compromise attempted to sort out the issues over slavery and the balance of power between North and South (1); these had been made worse by the end of the war with Mexico. (1)</li><li>• As a result California was allowed to enter the Union as a free state (1), and slave trade was abolished in Washington DC. (1)</li><li>• The Compromise saw the strengthening of the Fugitive Slave Act (1), so that citizens and officials of free states had to return slaves to their masters. (1)</li><li>• Texas gave up some of its western territory in return for money from the government to pay off its debts (1). The territories of Utah and New Mexico were created from this. (1)</li><li>• Implementation of popular sovereignty in the new territories.</li></ul>	<b>4</b>

Question	Answer	Marks
4(b)	<p><b>Why did support for the Republican Party increase during the 1850s?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• The rise of the Republican Party was due to the increasing Sectionalism of the 1850s where political issues were divided between the North and South. The Democrats were increasingly a Southern party and many felt there was no one to represent the North. The Republicans wanted a return to the Missouri Compromise and campaigned for the construction of a transcontinental railroad. This made the new party popular in the North. So did its opposition to slavery.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Many in the North were horrified by the Kansas Nebraska Act which allowed states to decide whether they would be free or slave states.</li> <li>• The Whig Party fell apart over the issue of slavery and Northerners looked for other ideas.</li> <li>• The first meeting of the Republican Party took place in Wisconsin in 1854.</li> <li>• In the Presidential election of 1856 the Republican candidate, John C Fremont, won 11 of the 16 Northern states.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• People started to support the Republicans because they were against the South.</li> </ul> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
4(c)	<p><b>To what extent did the lives of African Americans improve during the period of Reconstruction? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <p>“In some ways the lives of African Americans did improve during this period. During the Reconstruction period the Enforcement Act of 1870 was passed. This improved the social position of African Americans as it banned the use of terror, force or bribery to stop people voting due to their race. This meant that black people were able to vote in greater numbers which improved their place in the community and also provided them with some representatives in politics.”</p> <p><b>OR</b></p> <p>“In reality the lives of African Americans did not see much improvement during the Reconstruction period. Many states had been allowed to pass Black Codes which restricted the rights and freedoms of black people. For example in Mississippi black men were only allowed to rent land within cities which prevented them from becoming independent farmers. Overall these laws often meant that African Americans continued to have a very low economic status.”</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• During Reconstruction the 14<sup>th</sup> and 15<sup>th</sup> Amendments were passed which granted citizenship rights to African Americans.</li> <li>• Many black people ended up working as sharecroppers during the Reconstruction period.</li> <li>• The Freedman’s Bureau was founded in 1865 to help freed slaves during the Reconstruction period.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>The lives of African Americans improved a lot because they weren’t slaves anymore.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
5(a)	<p><b>Describe the work of the Knights of Labor.</b></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"> <li>• In the 1870s and 1880s, the Knights of Labor built one of the biggest and most successful workers unions in the United States. (1)</li> <li>• The leader of the Knights of Labor was Terence Powderly (1), who allowed workers from different industries to join which created a very broad based movement. (1)</li> <li>• Powderly organised a successful strike against the railroad in the South West of the United States (1), and by 1886 the Knights of Labor had a membership of 750 000. (1)</li> <li>• The Knights of Labor fought for better working hours, especially an 8 hour day for workers. (1)</li> </ul>	4
5(b)	<p><b>Explain why campaigns to improve working conditions began in the second half of the nineteenth century.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• Many people worked in poor conditions in cities in the second half of the nineteenth century. The industrial revolution had seen a huge rise in factory labour and these workers were often recent immigrants. The Eight Hour Day movement tried to secure a maximum of 8 hours work for factory workers who were often exhausted by long shifts over which they had no control. In Chicago a city wide strike was held in 1867 which nearly shut down the entire city.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In the second half of the nineteenth century many children were working long hours in factories.</li> <li>• Many immigrant workers were being forced to work long shifts during this period; there was a campaign to enforce an 8 hour shift.</li> <li>• Many factories were dangerous places to work in and there were no laws to stop this.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b></p> <ul style="list-style-type: none"> <li>• The conditions people had to work in were very bad and they wanted their lives to be better.</li> </ul> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
5(c)	<p><b>“After the Civil War, new political groups were mostly concerned with supporting the needs of farmers.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <p>“The Farmers’ Alliance was a political group based on the needs of farmers which became popular in 1875. It tried to make life better for farmers by ending the <i>crop-lien</i> system which involved sharecroppers and tenant farmers getting their supplies and food on credit. This then meant that any profits they made were often already spent. They also wanted the government to take more interest in the regulation of transport across the United States. By the 1890s the group had transformed into the Populist Party which fielded national candidates in the election of 1892, which shows that new political groups were based on the needs of farmers.”</p> <p><b>OR</b></p> <p>“Other groups in the late nineteenth century tried to represent the ideas of other working people as well as farmers. From the late 1870s the Greenback Labor Party tried to connect the concerns of workers in cities with those in the countryside. This was shown when they supported the 8 hour day movement and unions being established in factories. This shows it was not just the concerns of farmers which led to new political groups.”</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Farmers’ Alliance wanted to protect farmers from industrial monopolies on goods they sold and bought.</li> <li>• In December 1890 the National Farmers Alliance and Industrial Union adopted the Ocala Demands.</li> <li>• In 1892 the Populist Party won 8.5% of the popular vote and carried five states.</li> <li>• Trade unions became more popular and were designed to represent working people.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>Farmers wanted a better life in the late nineteenth century and more control over their lives so they got involved in politics.</p> <p>Other relevant responses should also be credited, including those which move beyond the 1890 cut-off date in this section of the syllabus.</p>	10

Question	Answer	Marks
6(a)	<p><b>What did the “Know Nothing” movement campaign for in the 1850s?</b></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"> <li>• Members of the Know Nothing movement were strongly opposed to immigrants and Catholics (1), and wanted to prevent them from being elected to political office. (1)</li> <li>• They wanted immigrants to have lived in the United States for 25 years before they could become citizens (1); this was meant to prevent recent arrivals such as Irish Catholics from voting. (1)</li> <li>• In 1856 Fillmore ran for President as a Know Nothing candidate but his campaign was a disaster. (1)</li> </ul>	4
6(b)	<p><b>Why did immigration from Europe to the United States increase after 1850?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• Many German immigrants arrived in the United States after 1850 as a result of economic problems in their own country. Industrial expansion had halted in German cities and people were left starving. This meant that people looked to America as a place to work and feed their families; many also had the industrial skills that were needed in the United States. Some German immigrants also came to the United States because of their upset over the failure of the Frankfurt parliament. Many of them were “liberals”.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Many Russian Jews travelled to the United States in the 1880s as the result of Russian persecution.</li> <li>• Many Irish Catholics moved to the United States in search of a better life.</li> <li>• After 1850 the United States experienced a lot of economic growth because of industrialisation.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b></p> <ul style="list-style-type: none"> <li>• People wanted to move to America so they could have a better life and make more money.</li> </ul> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
6(c)	<p><b>“Immigration after 1850 caused a major change in the ethnic composition of the United States.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one-sided)</b></p> <p>“In many ways immigration after 1850 did fundamentally change the ethnic composition of the United States. Irish and Mexican immigration continued in large numbers which changed the culture of many of the cities and areas they settled in. For example, most Irish immigrants were Catholic as were later immigrants from Southern and Eastern Europe such as Italians. They often brought different food, ideas and ways of working to the United States which had a lasting impact on the country.”</p> <p><b>OR</b></p> <p>“One of the biggest groups to move to the United States in the 1850s, and afterwards, were German immigrants. Many of them moved to mid-Western states where they formed farming communities. Although these people were new to the United States, many of them were Protestants.”</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Chinese workers on the West coast of the United States brought different ideas and culture with them.</li> <li>• Many Scandinavians arrived in Michigan and Minnesota where they lived in largely Finnish communities.</li> <li>• Mexicans became US citizens after the Gadsden Purchase of 1854.</li> <li>• The importance of those with British heritage continued among many Americans especially in the South.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>Lots of people moved to America after 1850, they brought new ways of life with them.</p> <p>Other relevant responses should also be credited.</p>	10



Question	Answer	Marks
7(a)	<p><b>How were “yellow dog contracts” used in the early twentieth century?</b></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"> <li>• A yellow dog contract is an agreement between a worker and an employer where the worker promises not to be part of a union. (1)</li> <li>• In 1898 the Erdman Act was passed (1), which prevented the use of “yellow dog” contract on the railroads. (1)</li> <li>• In 1908 the Supreme Court struck down the Erdman Act (1), in a case called <i>Adair vs. US.</i> (1)</li> </ul>	4
7(b)	<p><b>Explain why there was an increase in concerns about factory working conditions at the beginning of the twentieth century.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <p>People became more aware of the problems in factories at the beginning of the twentieth century as a result of books like <i>The Jungle</i> by Upton Sinclair. The book was set in a meat packing factory and showed how harsh the lives of immigrant workers were. It also showed how unhygienic conditions were in the meat packing industry, which led many to question food safety standards and how factories were organised.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In 1911, 146 workers were killed in the Triangle Shirtwaist factory fire in New York City.</li> <li>• Many journalists attempted to uncover poor working conditions in factories. They were often known as “muckrakers”.</li> <li>• Injury was common in factory work, it was estimated that in one year alone 195 workers in steel and iron mills were killed in Pittsburgh.</li> <li>• Campaigns led by Progressives brought the problems to public attention in the early years of the twentieth century.</li> <li>• Food and Drug Act 1906 – comes out of controversy over meat packing.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b></p> <p>Going to work had many dangers at the beginning of the twentieth century; people got hurt in factory accidents.</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
7(c)	<p><b>“The policies of Progressives had little impact on the lives of ordinary Americans before 1920.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one-sided)</b></p> <p>“Progressive ideas did not improve the lives of many ordinary black Americans who continued to suffer under the ideas of Jim Crow in this period. Plessy vs Ferguson was passed in this period, which meant that services offered to African Americans were meant to be ‘separate but equal’. In reality this was rarely the case and politicians of the time did little to tackle these problems. Woodrow Wilson is a good example of a politician who believed in Progressive ideas but was against helping African Americans. This shows that Progressivism didn’t really help many ordinary people.”</p> <p><b>OR</b></p> <p>“Progressivism did try to offer improvements to peoples’ lives by giving them more power over their elected representatives. For example in 1911 the California Governor Hiram Johnson established the system of Initiative, Referendum and Recall where voters could remove unpopular politicians and replace them. This idea spread to many other states and shows that people had more power over politics because of Progressivism.”</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Progressives worked to try to get female suffrage laws passed in the decade before 1920.</li> <li>• Robert M La Follette followed Progressive ideas in Wisconsin to improve social justice.</li> <li>• Progressive leaders didn’t work together very well and lots of ideas were suggested that didn’t work for ordinary people.</li> <li>• 19th amendment women getting the vote – came into force in 1920.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>I disagree because Progressive ideas made lots of changes and made peoples’ lives better.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
8(a)	<p><b>What were the economic policies of Republican governments during the 1920s?</b></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"> <li>• Republican governments in the 1920s adopted a laissez-faire approach to economics (1), which meant that big businesses were free to expand without interference from the government. (1)</li> <li>• Warren Harding promised a return to “normalcy” (1), in 1922 he introduced the Fordney-McCumber Tariff Act which imposed a tax on goods from foreign countries. (1)</li> <li>• Calvin Coolidge said that “The principle business of America is business”. (1)</li> <li>• Herbert Hoover believed in “rugged individualism” (1), which meant that the people shouldn’t rely on the government for help and should work harder. (1)</li> </ul>	4
8(b)	<p><b>Explain why the motor industry was able to expand so rapidly before 1929.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <p>The motor industry was transformed by the use of the assembly line in this period. This meant that workers repeated a similar task, such as adding a part to a car, on a moving line. This meant that cars were quicker and cheaper to produce as workers did not need lots of different specialist skills. This enabled companies like Ford to build affordable cars.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Henry Ford was a master at advertising his cars; he said “You can buy a car in any colour you want – as long as it’s black”.</li> <li>• During the 1920s people became much more able to buy consumer goods, this often included their first car.</li> <li>• The “laissez-faire” Republican policies of the 1920s allowed big businesses to work as they pleased.</li> <li>• During the 1920s cars began to be produced in different colours.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b></p> <ul style="list-style-type: none"> <li>• Everybody wanted a car so lots of people bought one.</li> </ul> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
8(c)	<p><b>“Only people in urban areas benefited from the ‘boom’ of the 1920s.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one-sided)</b></p> <p>“The impact of the “boom” in the 1920s was much more positive in urban areas because they were more likely to benefit from the increased production of consumer goods and a better lifestyle these offered. It was often only certain people in the cities that could afford cars and refrigerators that were being produced. They also benefited from cheap food being produced in the countryside.”</p> <p><b>OR</b></p> <p>“The countryside did see some benefits from the 1920s “boom” in terms of 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><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The increases in agricultural machines caused many unskilled labourers to move to the city.</li> <li>• After the First World War there was a large drop in the price of many agricultural goods.</li> <li>• Mass production improved the lives of people living in cities.</li> <li>• There was a big increase in the fruit industry in California during this period.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>I agree, people living in cities were able to experience the roaring twenties and lead a better life.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
9(a)	<p><b>Describe the purpose of the “alphabet agencies” set up by President Roosevelt.</b></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"> <li>• President Roosevelt set up many alphabet agencies in his first 100 days in office (1), they were designed to help him implement the policies of the New Deal. (1)</li> <li>• The Agricultural Adjustment Act (AAA) tried to help farmers (1), it attempted to stabilise prices and prevent over production which had been a problem. (1)</li> <li>• The Public Works Administration (PWA) gave jobs to unemployed people (1), workers built schools, bridges and dams as part of the projects. (1)</li> </ul>	4
9(b)	<p><b>Why did President Roosevelt pass a Second New Deal in 1935?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• By 1934 there were still 11.3 million people out of work in the United States and Roosevelt was worried about not dealing with the problem effectively. He passed the Second New Deal acts in 1935, including The Works Progress Administration, to show that he was serious about getting people back to work. This was because many were criticising him for not taking radical steps to help with the problem of unemployment.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• There was going to be an election in 1936 and Roosevelt wanted to win it.</li> <li>• The National Labour Relations Act (Wagner Act) aimed to improve relations between workers and employers.</li> <li>• The Rural Electrification Administration aimed to bring electricity to American farms.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b></p> <ul style="list-style-type: none"> <li>• Roosevelt passed the Second New Deal because he wanted to help get America out of the Depression.</li> </ul> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
9(c)	<p><b>“The main cause of the Depression was over-production.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one-sided)</b></p> <p>“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 could not cope with more problems after 1929.”</p> <p><b>OR</b></p> <p>“Another cause of the Depression was the huge increase in speculation on the stock market by middle class Americans in the late 1920s. People bought shares “on margin” believing they would be able to sell them at a huge profit. By August 1929 many brokers were lending people more than two-thirds of the face value of the stocks they were buying. When the stock market crashed in October 1929 people did not have the money to pay back the loans and many lost everything.”</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• As early as 1926 land prices had begun to collapse in Florida.</li> <li>• Too many consumer goods were being produced which people could not afford to buy.</li> <li>• People had increased the amount of personal debt they had in the 1920s, this was even worse after the Wall Street Crash.</li> <li>• In 1929 loans on shares exceeded more than \$8.5 billion, more than all the money circulating in the US at the time.</li> <li>• Weaknesses in the US economic standing in the world, e.g. tariffs.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
10(a)	<p><b>What was the Atlanta Compromise, 1895?</b></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"> <li>• Booker T Washington gave a speech on the Atlanta Compromise in 1895 (1), it was a speech to southern white leaders. (1)</li> <li>• The speech suggested that black people would follow white laws in exchange for reassurance that they would be offered a basic education and fairness in law. (1)</li> <li>• The Atlanta Compromise was meant to provide black people with a basic education and some vocational training (1), while reassuring white leaders that they would not fight back against injustice. (1)</li> </ul>	<b>4</b>
10(b)	<p><b>Explain why a Civil Rights Act was passed in 1964.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• One important reason that the Civil Rights Act was passed in 1964 was the political skill of President Johnson. 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.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The March on Washington in 1963 showed that people from all across the United States supported civil rights.</li> <li>• Civil Rights groups such as the SNCC and the NAACP worked together to raise awareness.</li> <li>• The media showed many civil rights events on television such as the March on Washington.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
10(c)	<p><b>To what extent did the Civil Rights movement result in an improvement in the lives of African Americans before 1970? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one-sided)</b></p> <p>“The Civil Rights movement improved the lives of African Americans by increasing their political and social rights. In 1965 the Voting Rights Act was passed which outlawed any state tests which broke the 15th amendment, for example literacy tests. This meant that many more black Americans were able to vote in elections which improved their lives.”</p> <p><b>OR</b></p> <p>“The Civil Rights movement did not improve the economic position of many black Americans or their place in society. These frustrations were often picked up by other groups such as the Black Power movement who campaigned for better housing and working rights in cities where black Americans lived.”</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Fair Housing Act banned discrimination in housing in 1968.</li> <li>• The Civil Rights Act was passed by President Johnson in 1964.</li> <li>• The Black Power movement encouraged people to take matters into their own hands through using violence.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>The Civil Rights movement made peoples’ lives better because Martin Luther King changed things.</p> <p>Other relevant responses should also be credited.</p>	10



Question	Answer	Marks
11(a)	<p><b>Describe the events of the Berlin Blockade and Airlift, 1948–49.</b></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"> <li>• Stalin was afraid that the United States and other Western powers were allied against him (1), on June 24, 1948 he blockaded the city of Berlin to stop them accessing the Western part of the city. (1)</li> <li>• The United States and Britain organised an airlift to keep the city supplied with essential goods (1), many were worried that Stalin would shoot the planes down and cause further conflict. (1)</li> <li>• The airlift lasted for 11 months until May 1949 (1), in the end the Soviet Union lifted the blockade and allowed the Western powers access to Berlin again. (1)</li> </ul>	4
11(b)	<p><b>Explain how President Reagan took steps to end the Cold War during the 1980s.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• The “Reagan Doctrine” used local forces across the globe to try and undermine the power of the Soviet Union. He supported fighters in countries like Afghanistan and Nicaragua in an attempt to increase problems in countries which were close to the Soviet Union. He hoped this would highlight the weaknesses of the Soviet system and bring the downfall of the communist ideology.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In 1983 President Reagan called the Soviet Union an “evil empire”.</li> <li>• President Reagan met with Mikhail Gorbachev four times after 1984.</li> <li>• President Reagan used his relationship with Saudi Arabia to control oil prices for the Soviet Union.</li> <li>• Increased military spending – Star Wars programme – USSR realised that they couldn’t compete.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• President Reagan won the Cold War for America and the Soviet Union crumbled.</li> </ul> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
11(c)	<p><b>“The United States’ policy of Containment was successful in the period from 1945 to 1980.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one-sided)</b></p> <p>“The Korean War was an example of when the United States was successful in containing communism. Although the United States 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.”</p> <p><b>OR</b></p> <p>“Containment was often less successful in Asia than it was in Europe. In 1949 China became a communist country even though the United States sent money to help fight the civil war against the communists. In Vietnam containment was a much more difficult problem and the United States spent 20 years trying to prevent the communist Viet Cong from taking control. In 1975 President Nixon took troops out of Vietnam which shows that it was really a failure for Containment.”</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The United States flew air missions in 1948–49 to take supplies to Berlin when it was cut off by Stalin.</li> <li>• The war in Vietnam caused the deaths of lots of American soldiers and was very unpopular in the United States.</li> <li>• Marshall Aid stopped countries like Greece and Turkey from becoming communist.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>The United States was very successful at containing communism because it didn’t come to America.</p> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
12(a)	<p><b>What happened during the oil crisis, 1973?</b></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"> <li>• During the 1973 Arab–Israeli war the oil producing countries of OPEC (1) imposed an embargo against the United States for their decision to resupply the Israeli army. (1)</li> <li>• The embargo caused an oil crisis in the United States which had become dependent on foreign oil, the cost fuel went up sharply. (1)</li> <li>• In response the Nixon administration announced Project Independence (1), which was designed to promote domestic energy independence in the US. (1)</li> </ul>	<b>4</b>
12(b)	<p><b>Explain why the United States experienced a period of prosperity during the 1950s and 1960s.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• This period saw a change in the way that business was done, for example the formation of conglomerates. This meant that businesses bought companies that did lots of different things. For example, International Telephone and Telegraph bought Sheraton Hotels and Avis Rent-a-Car. These companies encouraged a period of economic prosperity as people started working in the service sector rather than manufacturing.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• During this period more and more Americans saw themselves as middle class and bought new products.</li> <li>• Cheaper mortgages were offered to servicemen returning from the Second World War.</li> <li>• McDonalds operated a franchise system where people could develop their business.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• After the Second World War America was the richest country in the world and people spent lots of money.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
12(c)	<p><b>To what extent did federal reform programs of the 1960s achieve their goals? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one-sided)</b></p> <p>“As part of his “New Frontier” programme President Kennedy tried to reshape the economy by improving the minimum wage, housing and funding for rural areas. As part of this the minimum wage was raised from \$1 to \$1.25. However, many of the big things that Kennedy tried to change were blocked by Congress such as Medicare and reforms in education. The “New Frontier” failed to achieve its aim of completely reshaping the US.”</p> <p><b>OR</b></p> <p>“The “Great Society” programme was seen as a war on poverty by President Johnson and it achieved many of the ideas it set out to. With regard to healthcare, the 1965 Social Security Act authorised Medicare which provided federal funding for the medical treatment of elderly and disabled Americans. In 1966 all welfare recipients began receiving health care through Medicaid. This shows how much the ideas of the Great Society achieved.”</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Congress approved \$4.9 billion in urban renewal grants during the Kennedy administration.</li> <li>• President Kennedy wanted to raise the minimum wage and provide medical care with his New Frontier.</li> <li>• Some of the money from the Great Society which was meant to fight poverty was wasted at local levels.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <p>The government helped lots of peoples’ lives improve in the 1960s by giving them help with health care.</p> <p>Other relevant responses should also be credited.</p>	10