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AMERICAN HISTORY (US)

0409/01

Paper 1 Making of a Nation

May/June 2022

MARK SCHEME

Maximum Mark: 60

Published

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

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **27** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level 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.

Table 1

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

Target: Demonstrating an understanding of historical explanation (AO1 and AO2)		Marks
Level 4	Explanation of at least TWO identified reasons.	6
Level 3	Explanation of ONE identified reason.	4–5
Level 2	Identifies AND/OR describes reasons. No valid explanations given for reasons.	2–3
Level 1	Valid general comment lacking specific subject knowledge.	1
Level 0	No evidence submitted or response does not answer the question.	0

Table 2

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

Target: Demonstrating the ability to analyse historical events and come to a substantiated judgement (AO1 and AO2)		Marks
Level 5	Explains with evaluation of 'To what extent'. Argument supported by relevant and accurate contextual knowledge.	10
Level 4	Explanation of both sides of agreement AND disagreement. Argument supported by relevant and accurate contextual knowledge. A simple explanation of both sides should be given 7 marks. Where one side has a more developed explanation but the other side remains simple this should be awarded 8 marks. Two developed explanations should be awarded 9 marks.	7–9
Level 3	Explanation of one-side of agreement OR disagreement. Supported by relevant and accurate contextual knowledge. Marks within this level should be decided on quality of explanation. A one sided answer no matter how detailed cannot be awarded more than 6 marks.	4–6
Level 2	Identifies AND/OR describes reasons. Deployment of relevant and accurate contextual knowledge. No valid explanations given for reasons.	2–3
Level 1	Valid general comment lacking specific subject knowledge.	1
Level 0	No evidence submitted or response does not answer the question.	0

Question	Answer	Marks
1(a)	<p>How did colonists respond to British rule, 1754–74?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>Colonists protested against laws and taxes that the British passed [1]; such as the Stamp Act in 1765 [1]. Merchants in New England agreed to boycott British exports [1] and many people began to wear American made clothes [1]. The colonists formed organisations of patriots to persuade officials not to follow the Stamp Act [1]; this led to the British parliament repealing the act [1]. Colonists challenged the Townshend Act of 1767 by refusing to buy British goods [1]; there was also an increase in smuggling and American manufacture. [1] In 1773 a group of colonists snuck onto a British ship and dumped all the tea in Boston harbor [1], this became known as the Boston Tea Party [1]. Credit will be given for responses discussing the French Indian War.</p>	4
1(b)	<p>Why did different political parties develop before 1840?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>Different political parties developed because groups had different beliefs about how the system should be run. In the early nineteenth century, the Federalists and the Democrat Republicans, fought for the role of the presidency. Their ideas had come out of the debates between Federalists and Anti-Federalists over the Constitution, and they continued to disagree over many things. They disagreed over which branch of government should be stronger and attracted support from different sorts of people. Parties developed over time around different beliefs.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Whig Party was formed in the early 1830s in opposition to the ideas of Andrew Jackson. • Federalists appealed to the business community, they believed in strong executive government. • People who followed the ideas of Jackson formed into the Democrat party after 1830. • The first political parties were Federalists and Anti-Federalists who disagreed over the shape of the Constitution. <p>Example: general answer lacking subject specific knowledge</p> <p>Political parties formed because people had different ideas.</p>	6

Question	Answer	Marks
1(c)	<p>‘The creation of the Bill of Rights in 1791 marks the point where the United States became a democracy.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided)</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 Anti-Federalists 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>OR</p> <p>I think that the Constitution was the most important step towards democracy. When it was ratified in 1788 it became the basis of American democracy and it remained so over the next fifty years. The Constitution includes the idea of separation of powers which means that none of the executive, legislative or judiciary can become more powerful than the others. This was an important step towards democracy because it stopped anyone person becoming a tyrant.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In the early 19th century political parties developed with different ideas about democracy and running the country. • The period of Jacksonian democracy 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. <p>Example: general answer lacking specific subject knowledge</p> <p>The United States was democratic because it was not ruled by Britain.</p>	10

Question	Answer	Marks
2(a)	<p>Describe the impact of the War of 1812.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The Treaty of Ghent [1] said that all borders should return to what they were before the war [1]. The Federalist Party who had been against the war [1] became unpopular in the eyes of the public. After the war the party stopped being important in American politics. [1] Andrew Jackson became famous after his victory at the Battle of New Orleans [1]; he was seen as a symbol of American success. [1] The Native American tribes who had supported the British such as Tecumseh [1] were left with little power or protection from US expansion. [1] The impact of trade with the British affected both countries. [1]</p>	4
2(b)	<p>Explain why Texas became a member of the Union in 1846.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>Texas was part of Mexico until the mid-1830s when it became an independent Republic. The Mexican dictator Santa Anna had accepted Texan independence when captured by Sam Houston at the Battle of San Jacinto in 1836. This meant that Texans and Americans began to negotiate over Texas joining the Union. Abolitionists in the United States were wary of allowing another slave state to join the Union. Many American settlers in Texas had been from the Southern states and had taken their slaves with them. This meant that by the early 1840s Texas was becoming more linked to the United States but there was conflict.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Mexican dictator Santa Anna had accepted Texan independence when captured by Sam Houston at the Battle of San Jacinto in 1836. • Many Northerners feared Texas becoming a slave state if it entered the Union. In 1844 a treaty to annex Texas was defeated in the Senate. • Texas joined the union as the 28th state in December 1845, as one big state it would only add two slave votes to the Senate. <p>Example: general answer lacking subject specific knowledge</p> <p>Texas joined the Union because America was getting bigger.</p>	6

Question	Answer	Marks
2(c)	<p>To what extent was the declining influence of Spain the main reason for the expansion of the United States before 1853?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided)</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>OR</p> <p>The treaty that was signed with Britain over the Oregon Territory and the border with Canada was one of the most important events to define the borders of the United States. This was because debate over where the border lay between the United States and Canada became more pressing as people flocked to Oregon in the 1830s and 40s. The treaty that was signed in 1846 set the boundary at the 49th parallel.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In 1821 Mexico gained independence from Spain and later the United States took control of some of its territory. • In 1846 the United States annexed Texas which had previously been land controlled by the Spanish empire. • The treaty of Guadalupe Hidalgo ended the Mexican-American war and established the Rio Grande as the Southern border of the United States. • The expansion of the United States after the Louisiana Purchase in 1803. <p>Example: general answer lacking specific subject knowledge</p> <p>The Spanish had no power so the United States could take over land.</p>	10

Question	Answer	Marks
3(a)	<p>Describe the impact of westward expansion on Native Americans.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>Westward expansion meant that white Americans believed they were destined by God to rule the whole continent. [1] This meant that when they encountered Native Americans, they were often dismissive or violent thinking that they already owned the land. [1] This destroyed the way of life that many Native Americans had and was a widespread way of thinking. [1] Settlers destroyed the buffalo on the plains.[1] Native Americans lost their way of life because they could not use products from the buffalo for living, hunting and eating. [1] Violence towards Native Americans became common practice.[1] Native American children were sent to boarding schools to become more 'American.' [1]</p>	4
3(b)	<p>Why did the US army fight the Red River War, 1874–75?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>During the summer of 1874, the U. S. Army launched a campaign to remove the Comanche, Kiowa, Southern Cheyenne, and Arapaho Indian tribes from the Southern Plains and enforce their relocation to reservations in Indian Territory. The Medicine Lodge treaty of 1867 had set up reservations and agreed that tribes could continue to hunt buffalo in certain areas. These treaties were often broken by white settlers. This caused tension in the area and meant that native tribes attacked white settlers.</p> <p>The Red River War led to the end of an entire way of life for the Southern Plains tribes</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • During the Civil War the army had withdrawn from forts in Texas and the native tribes had regained control of the area. • The great southern herd of American bison were destroyed in the 1870s. • During the spring of 1874 a leader and prophet for the tribes emerged in the person of Isa-tai of the Comanche. <p>Example: general answer lacking subject specific knowledge</p> <p>The Red River war happened because of conflict between the United States and Native tribes.</p>	6

Question	Answer	Marks
3(c)	<p>‘The relationship between Native Americans and the American government was co-operative before 1840.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>There were many examples of Native Americans supporting the new American government before 1850. For example, during the Revolutionary War Cherokee warriors fought with Washington and defended their colonial neighbors from the British. This shows that the relationship between Native Americans and the US government was positive before 1840.</p> <p>OR</p> <p>There were many times before 1840 when it was already clear that the relationship between native populations and the US government were not good. The Indian Removal Act of 1830 showed that the government had little regard for the lives and livelihoods of native tribes. It caused devastation to the way the five tribes lived and loss of life. This was clearly not positive.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Tecumseh’s Confederacy - a group of Indian tribes who fought against the US government in the second decade of the nineteenth century. • Examples of some early treaties which were successful, but these often didn’t last. <p>Example: general answer lacking specific subject knowledge</p> <p>There was always conflict between the government and Native Americans because they wanted their land.</p>	10

Question	Answer	Marks
4(a)	<p>What was the Missouri Compromise?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The Missouri Compromise was agreed in 1820. [1] The Missouri Compromise tried to stop disagreements over slavery. [1] The Missouri Compromise banned slavery in new states north of the 36degree 30 line [1]; this was designed to maintain the balance in the Senate between free and slave states. [1] Missouri and Maine would enter the union as states at the same time [1]; Missouri would be a slave state and Maine would be a free state. [1] The Compromise helped establish the Mason-Dixon line [1]; and the idea of Dixie. [1]</p> <p>Note: Not the fugitive slave act</p>	4
4(b)	<p>Why did the activities of John Brown during the 1850s make him famous?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>John Brown led the attack on the federal arsenal at Harpers Ferry in October 1859. This attack became famous across the country and public reactions to it were split. Republican politicians made it clear that they opposed the actions of Brown although it was soon discovered that he had received funding from abolitionists in the North.</p> <p>This meant that many Southerners saw the actions of Brown as further evidence that the North wanted to abolish slavery completely rather than just restricting its growth.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> ● John Brown led an attack on pro-slavery forces at Pottawatomie Creek in Kansas; this battle killed 5 men as part of 'Bleeding Kansas'. ● John Brown attacked Harpers Ferry with 18 men and was going to distribute weapons to freed slaves. ● John Brown was tried and executed for treason on December 2, 1859. <p>Example: general answer lacking subject specific knowledge</p> <p>John Brown was famous because he attacked lots of slave owners.</p>	6

Question	Answer	Marks
4(c)	<p>‘Arguments over States’ Rights were the most important cause of the Civil War.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>The issue of States’ Rights was what disagreements kept returning to throughout the build up to the Civil War, so it was the most important cause. As the United States grew, different states had different interests, which meant they disagreed. Sometimes this was about slavery, but it also included economic questions, for example after the California Gold rush in the late 1840s and the building of the Transcontinental Railroad. The Calhoun Doctrine showed the importance of States’ Rights when it reaffirmed the sovereignty of each state and their right to leave the union.</p> <p>OR</p> <p>Slavery was by far the most important cause of the Civil War because differences between the North and the South were always about slavery. For example, they had been trying to compromise on how to manage the growth of the United States for nearly 40 years. Both the Missouri Compromise of 1820 and the Compromise of 1850 tried to make the North and South agree on a way forward to deal with where and how slavery would be allowed to spread. During the 1850s this became worse and the conflict in ‘Bleeding Kansas’ showed how serious the divisions were. This shows that slavery was always at the centre of the causes of the Civil War.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> ● The actions of John Brown in the 1850s showed that slavery was the main division that ran through American society. ● The rise of the Republican party showed that it was difficult to have one national party. ● Popular sovereignty was one way of states deciding what they wanted for themselves. ● Lincoln challenged the idea of states seceding when he was elected. <p>Example: general answer lacking specific subject knowledge</p> <p>States in the South didn’t want to do what the government in Washington told them to do.</p>	10

Question	Answer	Marks
5(a)	<p>What was meant by Populism in the second half of the nineteenth century?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>Populists wanted ordinary people to have more control over politics. [1] Populists called for the end of national banks [1], the establishment of progressive income tax [1], the direct election of senators [1], an eight hour working day [1], government control of the railroads [1]. Populist ideas came from the movements like the Farmers Alliance and the Granger movement [1]. They wanted to stop corruption and big business controlling everything. [1]</p>	4
5(b)	<p>Explain why working conditions were affected by industrialisation in the late nineteenth century.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>Industrialisation in the second half of the nineteenth century saw a rise in mass production and factory working. Working conditions were affected by these because they meant that people just became cogs in a machine with little other value. Mass production meant the simplification and repetition of small tasks which meant that labor could be unskilled. This meant that many jobs were low paid and filled with recent immigrants. Working conditions in factories with immigrant workers were often particularly dangerous places.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In the second half of the nineteenth century many children were working long hours in factories. • Many immigrant workers were being forced to work long shifts during this period; there was a campaign to enforce an eight hour shift. • Many factories were dangerous places to work and there were no laws to stop this <p>Example: general answer lacking subject specific knowledge</p> <p>Industrialisation made working more dangerous.</p>	6

Question	Answer	Marks
5(c)	<p>‘New inventions caused the industrialisation of the Northern United States after 1850.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>New inventions were very important in helping the North to industrialise after 1850. One example of this was the invention of a light bulb that would last for hundreds of hours by Thomas Edison in the 1870s. This meant that electricity became commercially available and was able to change the way many people lived their lives. It enabled people to work for longer as they had artificial light which meant that factories could open in shifts. There were also inventions such as the telephone which led to increased communication and helped industry. This shows that inventions were vital to industrialisation.</p> <p>OR</p> <p>Another key factor which was more important in helping the North industrialise in after 1850 was the increased use of natural resources for the benefit of the economy. New methods of transportation and mining meant that it was much more efficient to use resources such as timber, coal and iron ore in the economy. This enabled businesses to make more money and develop new ways of working. Without these natural resources the industrialisation of the North in the second half of the nineteenth century would not have been so large.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> ● The telephone was invented by Alexander Graham Bell in the 1870s. ● The railroad helped people make money by transporting goods from the East to new states in the West. ● There was a business and banking boom in the North with more money for investment. ● New systems for organising factories were developed after the Civil War. <p>Example: general answer lacking specific subject knowledge</p> <p>People liked new inventions because they had new things to buy.</p>	10

Question	Answer	Marks
6(a)	<p>What was the Chinese Exclusion Act of 1882?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The Chinese exclusion act was the first law restricting immigration into the United States [1]; it was a reaction against increased Chinese labour. [1] The act banned any Chinese laborers from coming to the United States for 10 years. [1] The act also banned Chinese immigrants already in the country from gaining citizenship [1]; and prevented them re-entering the country if they left [1].</p>	4
6(b)	<p>Explain why there was an increase in Mexican immigration after 1850.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>In the second half of the nineteenth century new industries grew up in the southwest of the United States. As states such as California became more populated mining and agriculture became popular ways of making money. These industries attracted migrant laborers from over the Mexican border to move to the southwest of the United States.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Mexicans moved to the United States because they wanted to improve their lives and find work. • Some Mexicans wanted to escape political strife in their own country. • The American economy was growing after 1850 so there were more jobs that needed filling. <p>Example: general answer lacking subject specific knowledge</p> <p>Mexicans wanted a better life in the United States.</p>	6

Question	Answer	Marks
6(c)	<p>‘Groups that opposed immigration in this period were only concerned about the cultural impact of new communities.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>Some groups who opposed immigration claimed that recent immigrants should not have a political or cultural influence. For example, the Know Nothing movement objected to immigrants and Catholics being elected to political office. They campaigned for all immigrants to live in the United States for 25 years before they could become citizens. This would mean that only more established immigrants could hold office and have other benefits. These ideas represented the fear of some Americans about the numbers of new immigrants arriving in the country and the impact it would have on their way of life.</p> <p>OR</p> <p>Immigrants to the United States often received negative reactions because they were seen as being a threat to the economic prosperity of others. For example, in 1882 the Chinese Exclusion Act was passed. Many people were worried about the increase in Chinese people moving to the US and working as cheap laborers in cities. There were similar reactions against new immigrants in the late nineteenth century such as Italians and other Southern Europeans. This shows that people were mostly concerned with how immigration had an impact on their economic situation.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Panic of 1873 had meant hard economic times for many of the Northern industrial cities. • A lot of racist propaganda was produced against Chinese workers before the Chinese Exclusion Act was passed in 1882. • Immigration led to overcrowding in cities such as New York where sanitation was poor, and disease was often rife. <p>Example: general answer lacking specific subject knowledge</p> <p>People were worried that lots of different immigrants lived in cities like New York.</p>	10

Question	Answer	Marks
7(a)	<p>Describe the aims of the Industrial workers of the world (the ‘Wobblies’).</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The Wobblies were founded in Chicago in 1905 [1]; as a general union to include all working people. [1] In 1917 the Industrial Workers of the World had more than 150 000 members. [1] The motto of the Wobblies was an injury to one is an injury to all [1]; they aimed to promote joint action amongst all workers rather than in individual professions. [1]</p>	4
7(b)	<p>Explain why the book <i>How the other half lives</i>, published in 1890, shocked people.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>The book ‘How the other half lives’ shocked people because it uncovered the lives that many were living in American cities at the end of the nineteenth century. Jacob Riis was able to use photography to show how poor tenement housing was and the lives of the people that lived inside. The book was used by progressive thinkers to highlight these problems and opened the eyes of many other Americans.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Jacob Riis used the new technology of flash photograph this showed readers what conditions in dark tenement buildings were like. • The book gathered together shocking statistics on tenement living. • President Theodore Roosevelt read the book and closed down the worst of the lodging houses. • Riis showed a lot of prejudice toward Irish and Jewish communities in his book. <p>Example: general answer lacking subject specific knowledge</p> <p>The book shocked people because it showed terrible living conditions.</p>	6

Question	Answer	Marks
7(c)	<p>To what extent did Progressivism tackle the problems which were important to ordinary Americans?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided)</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>OR</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. <i>Plessy vs. Ferguson</i> 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>Example: identification/description</p> <ul style="list-style-type: none"> • Progressives worked to try to get female suffrage laws passed in the decade before 1920. • Robert M La Follette followed Progressive ideas in Wisconsin to improve social justice. • Progressive leaders didn't work together very well and lots of ideas were suggested that didn't work for ordinary people. <p>Example: general answer lacking specific subject knowledge</p> <p>Progressives tried to make peoples' lives better and fairer.</p>	10

Question	Answer	Marks
8(a)	<p>Describe the idea of the ‘New Woman’ which was popular in the 1920s.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>Women had been given the right to vote in 1920 [1]; and the number of women working increased by 25% in the decade. [1] The New Woman was independent and wore clothing that was more practical rather than long skirts and corsets. [1] Some of these women were known as ‘flappers’ [1]; they smoked in public and danced the new dances. [1] Divorce rates rose as getting divorced was made easier. [1] The New Woman was seen as being more independent. [+1]</p>	4
8(b)	<p>Explain why the increased use of electricity was important to the economy of the 1920s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>Electricity became increasingly important during the 1920s as people wanted the new technology. Campaigns such as the Electrify Your Home campaign encouraged people to fit electricity in their homes and by 1930 it was estimated that 85% of all homes in cities had electricity. This meant that people wanted new types of goods which were powered by electricity such as vacuum cleaners and refrigerators. These industries transformed the economy of the United States during the 1920s.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Electrify Your Home campaign encouraged the majority of households to have electricity fitted. • Electricity also had a significant impact on the entertainment scene with an increase in radio ownership and cinema technology. • Electricity was used in production lines and had an impact in the wider petroleum industry. <p>Example: general answer lacking subject specific knowledge</p> <p>People like electricity because they could buy new products.</p>	6

Question	Answer	Marks
8(c)	<p>‘The economic ‘boom’ of the 1920s had a positive impact on all Americans.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>The economic ‘boom’ of the 1920s had a positive impact on the lives of millions of Americans. For example, workers in cities saw their standard of living increase thanks to better wages and cheaper consumer goods. Cities were growing all the time and so this shows that the majority of Americans were able to take advantage of the ‘boom’.</p> <p>OR</p> <p>There were large sections of society which did not feel the benefit of the ‘boom’ during the 1920s, so it is difficult to say that all Americans experienced it. For example, farmers struggled throughout the 1920s as a result of overproduction. This meant that too many crops and other products were being produced which led to prices falling. As a result, many farmers lost their businesses which means they definitely did not benefit from the ‘boom’.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> ● African Americans often did not benefit from the economic prosperity of the 1920s; many still worked as sharecroppers in the South. ● Many traditional industries such as coal mining struggled during the 1920s. ● Women benefitted from the ‘boom’ by being able to work outside the home and have more freedom. ● Many white workers in cities saw an increase in wages and standard of living. <p>Example: general answer lacking specific subject knowledge</p> <p>The ‘boom’ made the country really rich, and people were happy.</p>	10

Question	Answer	Marks
9(a)	<p>What was the purpose of the ‘alphabet agencies’?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>Purpose was to end the Depression [1] and help people to get back to employment [+1] 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] 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] The Public Works Administration (PWA) gave jobs to unemployed people [1], workers built schools, bridges and dams as part of the projects. [1]</p>	4
9(b)	<p>Explain why ‘Hooverilles’ became common after 1929.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>A Hooverville was the name given to a shanty town full of homeless people during the Great Depression. They became known as this because so many people were homeless because of the huge unemployment caused by the Depression. The name was meant to bring shame on President Hoover for doing nothing to help with unemployment or the crisis which America found herself in.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> ● In Seattle the Hooverville stood for 10 years from 1931 to 1941. ● Many people lived in Hooverilles because they had lost their jobs and then could not afford to pay their rent. ● The name Hooverville was used to blame President Hoover. ● One of the biggest Hooverilles was in Central Park in New York they were often associated with crime and poor sanitation. <p>Example: general answer lacking subject specific knowledge</p> <p>Hooverilles were for the homeless.</p>	6

Question	Answer	Marks
9(c)	<p>To what extent was overproduction the most significant cause of the Wall Street Crash?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided)</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. This overproduction meant that the economy was weak.</p> <p>OR</p> <p>During the 1920s there was a rise in the number of people borrowing money to purchase goods such as cars, kitchen appliances or even shares. This meant that households had a large amount of personal debt and by the end of the decade this was beginning to have a big impact on what they could afford to buy. It also meant that people were very susceptible to changes in confidence in the economy and were worried that they wouldn't be able to afford to pay back their debts. All this taken together meant that a crash was more likely to happen, and this was fuelled mostly by consumer debt and a lack of confidence.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Too many consumer goods were being produced which people couldn't afford to buy. • People had increased the amount of personal debt they had in the 1920s, this was even worse after the Wall Street Crash. • In 1929 loans on shares exceeded more than \$8.5 billion, more than all the money circulating in the US at the time. <p>Example: general answer lacking specific subject knowledge</p> <p>There were too many goods for people to buy.</p>	10

Question	Answer	Marks
10(a)	<p>What was the Plessy vs. Ferguson judgement?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>Homer Plessy was of mixed heritage and lived in Louisiana. [1] He decided to test the state segregation laws by sitting in a railroad car that was for whites only. [1] After he was arrested he took a case to court, and eventually the Supreme Court [1], saying that this violated his constitutional rights [1]. The Supreme Court ruled that it did not as long as the accommodation was of an equal standard [1]. This was important to African Americans for many years to come because the idea of 'separate but equal' [1] was used to justify segregation [1].</p>	4
10(b)	<p>Explain why the Black Panthers challenged the methods of the Civil Rights movement.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>The founders of the Black Panthers were disappointed that the leaders of the Civil Rights movement had not improved the lives of African Americans outside of the Southern states. They believed that non-violent protests could not truly liberate black people because they would be faced with police brutality and social problems. The Black Panthers were often young and wanted to challenge the old way of doing things.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Black Panther movement was founded in California in 1966 by Huey Newton and Bobby Seale. • They were set up to patrol black neighbourhoods to protect them from police brutality. • They called for the arming of all African Americans, and the exemption of African Americans from the draft. • They organised a free breakfast program for 20 000 children each day as well as a free food program for families and the elderly <p>Example: general answer lacking subject specific knowledge</p> <p>The Black Panthers wanted a more direct way of doing things.</p>	6

Question	Answer	Marks
10(c)	<p>To what extent was the campaign to challenge the Jim Crow laws successful between 1950 and 1963?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>There were many examples of Jim Crow laws being successfully challenged in this period. In 1954 the doctrine of ‘Separate but Equal’ was challenged by the NAACP during <i>Brown vs. Board of Education</i>. Thurgood Marshall argues that not allowing Linda Brown to attend an all-white school went against the idea of ‘equal protection’ in the 14th amendment. The Earl Warren court passed a unanimous decision that said separate education that said separate education was ‘inherently unequal’. This showed that Jim Crow ideas of segregation could be challenged.</p> <p>OR</p> <p>However, there were still many aspects of Jim Crow that went largely unchallenged in this period. Until the early 1960s states were routinely preventing African Americans from voting. Many used literacy tests or other barriers to decide if someone could vote. These tests were still being used in states like Louisiana in the 1960s which shows that many features of Jim Crow had not been successfully challenged.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • In December 1955 Rosa Parks refused to give up her seat on a bus and the locals boycotted the buses. • In 1957 President Eisenhower sent 1000 National Guard troops to Little Rock, Arkansas, to keep African American students safe. • Earl Warren was in charge of the Supreme Court during this period and held more liberal views. <p>Example: general answer lacking specific subject knowledge</p> <p>African Americans challenged Jim Crow laws because they stopped them living fairly.</p>	10

Question	Answer	Marks
11(a)	<p>What was the Cuban Missile Crisis, 1962?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The Cuban Missile crisis was a point in the Cold War where actual war threatened to break out. [1] In October 1962 a U2 flying over western Cuba took photos of missile sites [1], President Kennedy's Chiefs of Staff advised him to make an immediate air strike. [1] President Kennedy and Khrushchev the leader of the Soviet Union exchanged letters and telegrams throughout the crisis. [1] On October 24 Soviet ships on their way to Cuba reverse their route except one who keeps going [1], many people believed there would be nuclear war as neither side looked to be backing down. [1] On October 28, 1962, Khrushchev agreed to remove missiles from Cuba. [1]</p>	4
11(b)	<p>Why was the Marshall Plan created?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>In June 1947, General George Marshall made a visit to Europe to see what was needed after the Second World War. He came away thinking Europe was so poor that the whole of Europe was about to turn Communist. Marshall and Truman asked Congress for \$17 billion to fund the European Recovery Program also known as the Marshall Plan, to get the economy of Europe going again. Congress at first hesitated but agreed in March 1948 when Czechoslovakia turned Communist. The aid was given in the form of food, grants to buy equipment, improvements to transport systems, and everything 'from medicine to mules'.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> ● Truman was worried about Communism after the Second World War. ● The Truman Doctrine wanted to contain Communism. ● Countries such as Greece had become Communist after 1945. ● Large parts of Europe, including France and Italy, had been left devastated by the Second World War. ● The refusal of the Soviet Union to withdraw from Eastern Europe. <p>Example: general answer lacking subject specific knowledge</p> <p>It was created to help people after the war.</p>	6

Question	Answer	Marks
11(c)	<p>‘Ronald Reagan was a Cold War peace maker.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>In the early 1980s it seemed clear that Reagan was not trying to negotiate peace with the USSR. In his 1981 speech Reagan spoke of an ‘Evil Empire’ and condemned the morals of the Russians. This made Cold War tensions worse as it offended the Soviet leaders. This suggests that Reagan was cold war hawk.</p> <p>OR</p> <p>However, there were times when Reagan seemed to want to negotiate peace with the USSR. In 1986, when he met with the Soviet leader Gorbachev, he proposed scrapping all nuclear weapons. This suggests that he wanted to make peace and bring the Cold War to an end.</p> <p>Example: identification/description</p> <p>In Afghanistan, following the 1979 Soviet invasion, Reagan supported the mujahedeen opposed to Soviet forces. Reagan built the Strategic Defence Initiative aka ‘Star Wars’.</p> <p>In 1983 the USSR and US came close to nuclear war during the Able Archer exercise.</p> <p>Example: general answer lacking specific subject knowledge</p> <p>Reagan didn’t like Communists, so he fought the Cold War.</p>	10

Question	Answer	Marks
12(a)	<p>What was Kennedy’s ‘New Frontier’?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>During his inauguration speech Kennedy challenged Americans to ‘Ask not what your country can do for you – ask what you can do for your country’. [1] Kennedy challenged the US to put a man on the moon by the end of the decade [1] and during his administration John Glenn became the first American to orbit the earth [1] Kennedy signed laws raising the minimum wage [1] it went from \$1 to \$1.25. [1] In 1962 Kennedy cut taxes [1] to try and stimulate the economy. [+1] Kennedy wanted to protect large areas of wilderness from development [1]</p>	4
12(b)	<p>Explain why business franchises were important to the US economy between 1945 and 1960.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <p>Franchises were important to the US economy because they helped businesses to spread across the United States. They set up new ways of financing and operating businesses like fast food restaurants. MacDonal’d’s was one of the first successful franchises in 1954; within four years they had sold over 100m hamburgers. Franchises were a sign that the US economy was changing and becoming stronger after the Second World War.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> ● A franchise is a company that sells people the same product in different locations. ● Bill Rosenberg franchised the Dunkin’ Donuts Company in the 1950s he also set up the International Franchise Association. ● Pizza Hut and Kentucky Fried Chicken were also franchises founded in the 1950s. <p>Example: general answer lacking subject specific knowledge</p> <p>Franchises meant that there were shops all over the country.</p>	6

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