

Cambridge Pre-U

HISTORY**9679/03**

Paper 3 United States History Outlines c.1750–2005

October/November 2020

MARK SCHEME

Maximum Mark: 90

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 syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **26** 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.

These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2019–2021 Cambridge Pre-U History syllabus.

Introduction

The banding definitions which follow reflect, and should be interpreted within the context of, the following general statement:

- (a) Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.
- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Band 5: 25–30 marks

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

Band 4: 19–24 marks

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

Band 3: 13–18 marks

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected.

Band 2: 7–12 marks

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

Band 1: 1–6 marks

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated and investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

| Question | Answer | Marks |
|----------|---|-------|
| 1 | <p>What best explains the increasing deterioration in the relationship between Britain and the Thirteen Colonies between 1763 and 1776?</p> <p>AO1 – The question concerns the reasons for the breakdown in relations between Britain and the Thirteen Colonies. Candidates should aim to identify the reason(s) that account for the escalation in tension and difficulties between the two sides.</p> <p>AO2 – Some candidates might confine their answers to short term reasons: hostility to the Intolerable Acts of 1774, Lexington and Bunker Hill. Others will assess long term factors too. Candidates may assess the importance of some of the following areas of tension between the colonies and Britain. Economic affairs including the restrictions imposed on business in the Thirteen Colonies, and taxation (Sugar Act, Stamp Act, Townsend Duties etc.) are likely to be emphasised, and some might highlight the response of the colonists to these measures including the activities of the Sons of Liberty. Differences between the British and the 13 Colonies on the development of the interior (Proclamation Act) and the political relationship between the two (end of 'salutary neglect') and the activities of the Correspondence Committees might be considered. The impact of radicals such as Paine and the leadership of Adams and others might be analysed. Candidates might regard the accumulation of grievances as the reason for the increasing deterioration in relations. Others might point to the increasing intransigence of the British and/or the radicalism of the Thirteen Colonies.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 2 | <p>How important a feature of the American Enlightenment was religious freedom?</p> <p>AO1 – The question concerns the views of the thinkers of the American Enlightenment about freedom. Candidates should explain how they favoured freedom of religion. However, answers should consider how they supported freedom in other respects in order to reach a judgement.</p> <p>AO2 – Candidates might point out that the prominent thinkers of the American Enlightenment were religious men, in many cases descendants of those who had first settled in America to escape religious persecution, which helps explain why they regarded freedom of religion as important. Many argued that there should not be an established church and that individuals should be free to practice the faith of their choice. They emphasised the importance of tolerance (adopting Locke’s views). Many regarded reason as the ‘candle of the Lord’. Candidates might explain how some of the thinkers of the time were also influential in framing the constitution of the country: Jefferson with the Statute of Religious Freedom in Virginia; Madison in compiling the Bill of Rights, the 1st Amendment guaranteeing freedom of religion. Candidates might also explain how they were committed to economic freedom: they opposed regulations and restrictions on American enterprise, and they supported free trade (the influence of Smith). Candidates might explain how American thinkers favoured political freedom in opposing monarchy and supporting the separation of powers, to avoid tyranny, and a free press. They argued in favour of popular participation and the right to vote. They also stressed individual freedom, especially of movement and speech, and the right to a trial by jury, as well as the right to own slaves.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 3 | <p>Why did the War of Independence last so long?</p> <p>AO1 - The question is about why the war was not shorter than it was and why it lasted as long as it did. Candidates will differ in defining the dates of the war. Some might argue it began in 1775 but others might opt for 1776. Similarly, although there was no treaty till 1783 it might be argued that the war had finished in 1781.</p> <p>AO2 – Candidates might emphasise the lack of a coherent strategy by either side and the ad hoc nature of their campaigns. The failure of the politicians on either side to provide effective leadership might be explored. The weaknesses and disadvantages of the military commanders might be stressed. Logistical problems of distance and the scale of the conflict might be assessed. Some candidates might emphasise the lack of focus by both protagonists: Britain was distracted by the challenge posed by France and other foreign countries whilst the Thirteen Colonies were divided with only about one third supporting the rebel cause. Candidates might argue that given these factors it is surprising that the war did not last longer.</p> | 30 |

| Question | Answer | Marks |
|----------|---|-------|
| 4 | <p>How democratic was the Constitution?</p> <p>AO1 – The question requires an analysis of the Constitution. Candidates might concentrate on different aspects of the Constitution but whatever their focus they should consider whether the specific parts they identify were democratic. Some may go further and assess the democratic credentials of the Constitution as a whole.</p> <p>AO2 – In assessing how democratic the Constitution was, candidates might be expected to make a judgement based on contemporary notions of democracy. For example, women may have been excluded from the vote but that was in line with contemporary notions of virtual representation and if male suffrage was confined to a minority this was a time when few countries had elected assemblies. The powers of the President, Congress and the Supreme Court might be considered. The rights of individual States might be analysed. The Bill of Rights might be considered. In reaching a judgement, candidates might compare the political system with others elsewhere and as it was in the Thirteen Colonies before 1776.</p> | 30 |

| Question | Answer | Marks |
|----------|---|-------|
| 5 | <p>How effectively did Presidents deal with domestic issues, 1801–c.1820?</p> <p>AO1 – The question is concerned with the presidencies of Adams, Jefferson and Monroe. Consideration of their achievements individually or collectively might be expected.</p> <p>AO2 – In terms of border issues, candidates might emphasise the extension of the borders of the USA, for example, with the Louisiana Purchase and the acquisition of Florida. Candidates might consider the specific qualities of the presidents and their contribution to the politics of the time, for example, their part in the party system and the development of the constitution. In terms of economic issues, candidates might consider the establishment of national bank and other financial innovations. The issue of slavery and the role of presidents in this might be considered, for example, on the Missouri Compromise of 1820. Some candidates might stress the limited powers of the President and so highlight the significance of other factors in dealing with domestic issues. Some might consider the effectiveness of the presidents in terms of their relations with the Supreme Court and the States.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 6 | <p>'Slavery was economically disastrous for the South.' Was it?</p> <p>AO1 – The questions concerns the economic effects of slavery on the South. Candidates are asked to consider the negative results of slavery but in order to answer the question these will have to be compared with the positive effects.</p> <p>AO2 – Candidates may assess the impact of slavery on productivity and the reluctance of slaves, who were deprived of incentives, to work hard. Similarly, slavery depressed wages for white workers. As a result of both, the consumer market was restricted. Slavery sustained the plantation system which encouraged over-cultivation and the degradation of the soil over time. Reliance on cotton meant the economy lacked diversity. Slavery inhibited the development of industry in the South. However, candidates might explain how slavery enabled the cultivation of more lands. It might also be argued that technology was stimulated by increased demand, for example, the cotton gin. The increased output of cotton produced great wealth for the South.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 7 | <p>How important for the US was the second party system?</p> <p>AO1 – This question is about the period from the mid-1830s to the mid-1850s when politics was dominated by the Democrats and the Whigs. This was the second time in US history that two parties had held sway.</p> <p>AO2 – Candidates might argue that the system was important as the parties represented the regional divide in the USA: the Democrats with support in the South and the Whigs in the North. The former favoured State Rights, slavery and a lower tariff whilst the Whigs preferred central government, opposed slavery and supported the tariff. The system was also important in terms of political activity. The parties encouraged public involvement at local and national levels: campaigning and the development of allegiance to party emerged. Some may argue it was important because the system was both a cause and consequence of Jacksonian politics. The survival of the Democrats as one of the main parties in the USA might be considered important. However, candidates might explain that the effect of the system can be exaggerated in that it made little difference to the operation of government which continued to be dominated by patronage, inertia in Congress and the gulf between government and people. Similarly, the system was short-lived in so far as the Whigs proved incapable of responding to the challenges of the 1850s and the Democrats lost the limited support they had in the North.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 8 | <p>How important was the Monroe Doctrine in US foreign policy, c.1820–1861?</p> <p>AO1 – The question focuses on the importance of the Monroe Doctrine in foreign policy in this period. Responses require an assessment of the various factors that impacted on foreign policy in the period.</p> <p>AO2 – The Monroe Doctrine might be considered as important in establishing the principle that the US would resist the interference of other powers in the Americas. It was the basis of US dominance of Central and South America thereafter. It has lasted the test of time and was still invoked in the 20th Century. However, candidates might argue that foreign policy was based as much on practical concerns about the acquisition of land, the pursuit of resources, the defence of settlers and trading interests abroad. In exploring these concerns candidates are likely to consider the acquisitions of Florida, Texas and California and the resolution of the border dispute with Britain in Canada.</p> | 30 |

| Question | Answer | Marks |
|----------|---|-------|
| 9 | <p>Was the victory of the North in the American Civil War primarily due to the failings of Southern leadership?</p> <p>AO1 – The question requires an analysis of the reasons for the North's victory. Besides consideration of the failings of Southern leadership, political and military, candidates should look at other reasons for the North's victory.</p> <p>AO2 – In discussing the leadership of the South candidates are likely to focus on Davis as Head of the Confederacy and General Lee as a military commander. In doing so they might emphasise their weaknesses but also consider their more positive qualities. Some candidates are likely to assess these men by contrasting them with the skills attributed to Lincoln and the North's military commanders with some aware of the shortcomings of the latter. Candidates are likely to focus on the more prominent figures only, which should be fine so long as the answer remains focused on the question. Also, the economic strength of the North might be explained. Further, possession of the Navy might be considered especially in terms of the imposition of a blockade. Some candidates might consider the diplomatic advantages of the North not least as they were regarded as fighting for a morally just cause.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 10 | <p>'The preservation of the Union was Lincoln's greatest achievement as president of the USA.' Assess this view.</p> <p>AO1 – The question is concerned with the achievements of Lincoln as president. If the preservation of the Union was one of them, candidates will almost certainly suggest other achievements that were equally or even more significant.</p> <p>AO2 – In assessing his achievement candidates might concentrate on the short-term significance of his presidency given the dates of the time period but others might feel able to look to the longer term. Given the emphasis Lincoln gave to the preservation of the Union it might be argued that, judged by his own aims, the reunification of the States in 1865 was his greatest achievement. The longer-term consequences in terms of the development of the USA might be commented upon. Some candidates might identify the abolition of slavery as his greatest achievement which allows discussion about the actual implementation of the policy. Others might stress the political principles established by Lincoln, epitomised in his Gettysburg address. Politically, some might argue that his re-election in 1864 was a reflection of his talent as a politician and its significance in the prosecution of the war.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 11 | <p>What best explains the damage to Native American culture in the nineteenth century?</p> <p>AO1 – The question concerns the reasons for the way Native American culture was undermined. Candidates are expected to explore several factors and arrive at a judgement as to which was most important in the damage to native culture.</p> <p>AO2 – Candidates might explain how the lands of Native Americans – central to their culture - were taken from them, either for settlement or to allow whites access to precious minerals and water supplies. Similarly, they might discuss how the nomadic lifestyle of many tribes was thwarted either by the building of railways, the privatisation of lands or the establishment of reservations. Linked to this, candidates might explore the deliberate killing of buffalo. Some candidates might emphasise how the attempts of the whites to assimilate Native Americans was intended to eradicate their culture. Further, the effects of violence might be assessed either in the massacre of tribes or the Indian wars. The debilitating effects of disease, alcohol and the cultural attitudes of the whites on Native Americans might be considered.</p> | 30 |

| Question | Answer | Marks |
|----------|---|-------|
| 12 | <p>Was the impact of immigration on society in the USA more negative than positive, c.1840-c.1920?</p> <p>AO1 – The question concerns the effects of immigration on American society. Candidates might consider the negative consequences and then counter this with an assessment of the positive effects of immigration. Some might address the question thematically.</p> <p>AO2 – The scale of immigration may be highlighted: the influx of large numbers might be considered to have caused pressure on housing, schools, etc., but some might argue that this acted as a prompt to improve social provision. The diversity of immigrants might be seen as socially divisive but it could be argued that it fostered cohesion. Some candidates might argue that wages were suppressed by the large number of immigrant workers but it could be argued that they provided a cheap source of labour which was crucial to economic growth. Indeed, some immigrants had essential skills. Some candidates might argue that crime and lawlessness were the result of immigration especially with the growth of the Mafia but it could be argued that this was offset by the strict conformity of many immigrants. Immigrants were often linked to radical or socialist views which were seen as a threat to US values, reflected in the activities of the 'Know Nothings' party (1850s), the Asiatic Exclusion League (1905), the KKK and the Sacco Vanzetti case, for example. Better answers are likely to be structured thematically, discussing economic, political and social factors.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 13 | <p>‘The temperance movement was motivated primarily by concerns about the economy.’ Discuss.</p> <p>AO1 – The question requires an analysis of the reasons for the temperance movement. Economic concerns should be at the centre of the answer but candidates should examine other factors, too.</p> <p>AO2 – In consideration of the economic effects of alcohol consumption candidates might assess the impact on the efficiency of the work force. Arguably this assumed greater importance with the expansion of industry and the increasing use of technology as the 19thC progressed. This might explain the support of businessmen for the movement. Candidates might consider the social impact of alcohol consumption: the effects on family life, community structure, law and order. The involvement of women might be explained for this reason. Religious motives might also be discussed, not least as many leaders of the movement were clergymen. Drink was regarded as sinful and abstinence a sign of godliness. Better answers might highlight the philosophical motives of some supporters who regarded the consumption of alcohol as compromising the freedom of the individual and an abdication of personal responsibility.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 14 | <p>How far do American novels of the nineteenth century give an insight into the problems of American life?</p> <p>AO1 – Some candidates are likely to focus on particular, and a limited number, of works. Others may adopt a broader approach and discuss the more general characteristics of the 19thC novel. Either way, answers should focus on the value of the novel as historical evidence.</p> <p>AO2 – A distinction might be made between the Romantic novels of the early 19thC and the more realistic novels of the later period. Some may argue that novels were specific in their focus and, therefore, valuable about certain events or regions, for example, on the Civil War or the New England States. Candidates might consider the provenance of the novels cited, aware of its purpose and the strengths and weaknesses of its style. It could be argued that certain novels deliberately distorted or exaggerated the reality. Perhaps, Harriet Beecher Stowe’s ‘Uncle Tom Cabin’ may be regarded as a good example.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 15 | <p>To what extent did men dominate family life and values before 1900?</p> <p>AO1 – The question concerns the influence of men in setting the values that dominated family life in the 19thC. Given the long span of the period, candidates might struggle to provide even coverage of the whole but there is scope for an assessment of continuity and change.</p> <p>AO2 – Many candidates might argue that family life was patriarchal throughout the period. This was confirmed in the law which allowed men rights denied to women. However, by the end of the period, the personal, property and political rights of women had been extended which reflected a change in values within the family. It might be argued that urbanisation gave women greater independence and reduced the power of men to determine family life. Candidates may argue that the division of labour within the family was determined by men. However, in families on the frontier, settling the interior, it was more a partnership of man and woman than in towns and industry. Candidates might discuss how certain issues allow for debate about whether men determined family life and values: temperance, sport, and religion.</p> | 30 |

| Question | Answer | Marks |
|----------|---|-------|
| 16 | <p>What best explains the rapid growth of railways in the USA before 1914?</p> <p>AO1 – This question concerns the factors that explain the growth of railways and why this growth was rapid. Some indication of the scale of the railway network and the speed with which they were built would be useful.</p> <p>AO2 – Candidates might regard the railways as crucial to unifying the country, geographically and politically, and highlight the role of government in promoting the development of railways. Candidates might consider the willingness of entrepreneurs to invest in the railways because they were so important economically, in terms of internal trade, the stimulus to industry and the creation of consumer demand. Comparison with other forms of transport such as canals might be made. The growth of heavy industry and engineering might be considered as essential for the development of railways. Some candidates might emphasise the availability of labour and the navvies who built the lines. Rapid urbanisation might be considered a factor as towns needed railways to link them to other towns and regions. Social factors such as the growth in population and the increased need for transport of people and goods might be considered.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 17 | <p>What best explains the limited support for the socialist movement from c.1880 to 1914?</p> <p>AO1 – The question requires an evaluation of the reasons for the lack of support for the socialist movement. Candidates are likely to focus on how socialist ideas and organisation restricted support.</p> <p>AO2 – In considering socialist ideas candidates might emphasise how collectivism was regarded by some as a threat to individualism, enterprise and the capitalist system. More, some might argue that socialist ideas were perceived as a threat to liberty and freedom and the political system itself. Notions of the redistribution of wealth and state control of the economy were anathema to many who thought the USA to be the land of opportunity and a meritocracy. However, some, specially the ‘have nots’ might have been attracted by such ideas. The way the socialist movement was organised limited support. There was no specific socialist political party. Trade unions were tarnished by the uncompromising attitude of their leaders and the aggressive, even violent, tactics they employed. Unions lacked an effective national structure and cooperation between them was restricted. Some workers did not support the unions because of the membership fees. However, candidates might argue that membership of unions did increase and many benefitted from their activities.</p> | 30 |

| Question | Answer | Marks |
|----------|---|-------|
| 18 | <p>Was the Populist movement a total failure?</p> <p>AO1 – The question invites a discussion of the record of the Populist Movement in terms of its success or otherwise. Candidates might identify the aims of the Populist Movement as a way of assessing its record.</p> <p>AO2 – The Populist Movement, initially, was divided with different groups having different aims. Candidates might explore the achievements of the Granger Movement, the Greenbacks and the Farmers’ Alliances. They gained representation in State legislatures and some measures were adopted that addressed the concerns of farmers. The Populist Party that emerged contested the presidential elections of 1892, 1896 and 1900. It struggled to secure support from those who lived in the urban areas. However, candidates might argue that Populist ideas were adopted by the main political parties. The Progressive policies of the period were based on the Populist platform. The Democrats in particular were forced adapt. As such, in judgement, some might argue that Populism was a failure in the short term but its legacy was enduring.</p> | 30 |

| Question | Answer | Marks |
|----------|---|-------|
| 19 | <p>What best explains the rise of American imperialism, c.1880–1914?</p> <p>AO1 – The question concerns the rise of imperialism in the USA. Candidates are invited to assess the different reasons for an imperial foreign policy. Some weighting of the relevant factors is required to arrive at a judgement.</p> <p>AO2 – Candidates might emphasise the economic benefits of empire. The moral arguments in favour of imperialism might be explored, notably, the notion of exporting civilisation to inferior people. Some candidates might stress the political reasons for imperialism as presidents and administrations aimed to exert US power and compete with other imperial countries. It might be argued that imperialism was a form of defence especially when assessing US policy in Central and South America. Opportunism might be considered a motive for imperialism as the US exploited vulnerable states for example in Cuba or Hawaii. Some candidates might assess the influence of public opinion and the pressure from the media (the ‘yellow press’) on governments to pursue a forward foreign policy. Some candidates may highlight a reason and explore it at length whilst others might treat a range of reasons more evenly but, either way, a judgement is required.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 20 | <p>‘More successful at home than abroad.’ Assess this view of the policies of President Theodore Roosevelt.</p> <p>AO1 – The question concerns the record of Roosevelt as president and requires an assessment of his domestic policy compared with his foreign policy.</p> <p>AO2 – In consideration of his policies at home, candidates might assess whether he was a progressive reformer. He settled the miners’ dispute of 1902, took steps to address the problem of food safety, introduced a tremendous amount of legislation to protect the countryside and preserve wildlife. He confronted big corporations such as Standard Oil, to check unfair competition, the charges made by railroad companies and the distribution of their profits. Candidates might argue that, despite this, he fell short of providing the ‘square deal’ for labour he wanted to achieve. In looking at foreign affairs candidates might consider the importance of the Panama Canal and the ‘Roosevelt Corollary’ which asserted the right of the USA to interfere in the internal affairs of the Caribbean republics. The US secured the Treaty of Portsmouth in 1905 between Russia and Japan and resolved the problem of Venezuela’s debts without recourse to force. Given the projection of US power overseas many might judge his policies abroad to have been more successful than those at home, but candidates are free to make a case either way.</p> | 30 |

| Question | Answer | Marks |
|----------|--|-------|
| 21 | <p>How far did Woodrow Wilson implement his aims in domestic policy during his first presidency to 1916?</p> <p>AO1 – The question requires an assessment of Wilson’s domestic policies in power. Candidates should be aware of what he wanted to do in order to judge whether he achieved his aims.</p> <p>AO2 – His domestic agenda was ‘The New Freedom’. Candidates might assess how well he fared in checking trusts, reducing the tariff and improving the banking system. On balance, it might be said he reduced the power of trusts and the level of the tariff, but he was unable to do as much as he hoped. The banking system was much improved, though, as future events showed, it was not strong enough to withstand the major stresses it faced later. Further, Wilson was instinctively conservative, and he did not wish to alienate big business, despite his rhetoric against the wealthy. Nonetheless, candidates might point to the laws introduced to improve conditions for merchant seaman, railway workers and civil servants. Some might explain that other concerns distracted him, notably events abroad in Mexico and Europe.</p> | 30 |

| Question | Answer | Marks |
|----------|---|-------|
| 22 | <p>‘The economic contribution of the USA was more important than its military involvement to the Allied victory in the First World War.’ Do you agree?</p> <p>AO1 – The question requires an assessment of the relative importance of US economic strength and military power as factors in the contribution of the US to the Allied victory. Candidates are likely to treat each factor discretely, but some may indicate the links between them. A judgement should be attempted.</p> <p>AO2 – In consideration of the economic contribution of the US candidates might explain how the US traded with the Allies throughout the war, not just from the point of entry in 1917. Also, that the level of trade increased enormously, in part because the US was denied trade with Germany by the Allied blockade. Further, the US provided much of the materiel needed to prosecute the war. Some candidates might argue that one result of this was the U-Boat campaign which almost brought Britain to her knees by 1917. In consideration of US military involvement some might stress the boost to the morale of the Allies associated with the influx of fresh troops. Some might argue that US involvement helped break the deadlock on the Western front as Germany tried to break through before US troops arrived. Similarly, the importance of Pershing’s men in checking the German offensive might be assessed. Some might link the economic and military in that the former ensured military supplies.</p> | 30 |

| Question | Answer | Marks |
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| 23 | <p>How extensive was social change in the USA in the 1920s?</p> <p>AO1 – The question concerns the degree of change in society in the 1920s. Answers are likely to focus on different groups, women, workers, African Americans and others. In doing so, candidates might look at the positive and negative features of the period.</p> <p>AO2 – Candidates might argue that it was a decade of liberation for women (flappers are likely to be highlighted) but also one of little change for women in rural and conservative areas. The prosperity of the period might be considered including trade figures, rising wages, high profits, a booming stock exchange, technological innovation, increased productivity, consumer boom, reduced taxes and so on. In doing so candidates might argue that workers and enjoyed improved standards of living and greater opportunity in terms of leisure and entertainment. However, candidates might highlight some of the limitations of the economy in the period. The immediate post war years were difficult, and farmers struggled throughout the 1920s. If candidates consider the lives of African Americans and indigenous people, they are most likely to conclude that social change was limited.</p> | 30 |

| Question | Answer | Marks |
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| 24 | <p>'Economic recovery was only achieved after the entry of the USA into the Second World War.' Discuss.</p> <p>AO1 – The question demands consideration of the effectiveness of the New Deal. Whilst there was recovery from the Great Depression was this the result of Roosevelt's policies or war from 1939?</p> <p>AO2 – In arguing the case for WW2 as the point at which recovery started candidates might point to the recession of the later 1930s and the industrial unrest of that time. Levels of employment and production only reached those of pre 1929 with the beginning of war. Similarly, overseas trade expanded with the demand for goods abroad with the Cash and Carry scheme and Lend Lease. Some candidates might argue that many of the alphabet agencies were little more than window-dressing. However, in arguing that recovery did begin earlier than 1939 candidates might point out that much was done to restore the banking system and to raise agricultural prices and so help farmers. Similarly, despite the frenzy of the alphabet agencies these measures helped restore confidence and had the effect of at least reversing decline.</p> | 30 |

| Question | Answer | Marks |
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| 25 | <p>How convincing is the view that the USA followed an isolationist foreign policy from 1920 to 1941?</p> <p>AO1 – The question requires an evaluation of US foreign policy in the period. Candidates should aim to construct an argument explaining how the US might be considered to have been isolationist in its relations with other countries and how that view might be challenged.</p> <p>AO2 – In support of isolationism, candidates might explain that the US failed to join the League of Nations. In the 1920s and 1930s the US withdrew its troops from many parts of the Caribbean, Central and South America. Some candidates might point to the Act of Neutrality passed by Congress in 1935. The US did not engage the Axis powers when they started war in Europe and China. On the other hand, candidates might regard the Dawes and Young Plans as examples of US involvement in international affairs. Some might regard the Washington Naval Treaty and the Kellogg Briand Pact as examples of the USA engaging with others. Similarly, the US worked with various agencies of the League. It condemned the aggression of Japan and Italy in the 1930s. Even if it did little in Europe until 1939, there was a clear attempt to put pressure on Japan by economic embargo and cooperation with Britain in protecting Atlantic convoys. The Cash and Carry and Lend-Lease schemes might be considered a breach of isolationism. Nonetheless, candidates might argue that until the US was attacked directly in December 1941, and declared war in return, that US foreign policy was essentially isolationist.</p> | 30 |

| Question | Answer | Marks |
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| 26 | <p>Was its involvement in the Battle of the Atlantic the most significant contribution of the USA to the war in Europe, 1941–1945?</p> <p>AO1 – The question concerns the role of the US in the war in Europe and requires consideration of its most important contribution to that war. In addition to the Battle of the Atlantic, candidates are likely to consider US air raids on Germany, the amphibious landings during the war and the final assault on Germany.</p> <p>AO2 – In consideration of the Battle of the Atlantic, candidates might explain how crucial the sea routes were between the US and Britain. Details about how the German submarine threat was contained in 1942-43 might be provided. US air power was essential in attacks on German naval facilities, industrial sites and the destruction of German cities. Candidates might emphasise other ways the US contributed to the war in Europe. US leadership, men and equipment made possible the landings in Italy (1943) and France (1944). Some candidates might argue the US contribution to the war in North Africa was preliminary to these landings. US troops were at the forefront of Allied advances in 1944–45 and some might refer to the Battle of the Bulge as an indication of the importance of US forces in withstanding German power. Some candidates might demonstrate links between these roles. A judgement is desirable.</p> | 30 |

| Question | Answer | Marks |
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| 27 | <p>How successful was Truman’s foreign policy in containing communism in the period from 1945 to 1953?</p> <p>AO1 – This question requires an evaluation of the efforts made by Truman to contain communism. The emphasis will be on foreign affairs but there is scope for candidates to refer to policies pursued to deal with communism at home.</p> <p>AO2 – Candidates might argue that Truman was successful in thwarting attempts by the Soviets to squeeze the Allies out of Berlin by his response to the blockade of 1948-49. Candidates might regard the Korean War as successful in defending the South. Candidates might argue that Truman was successful in checking communism at home despite the excesses of McCarthy. Some might regard the Potsdam Conference as at least a partial success in some respects. Similarly, it might be argued that the efforts of the Comintern to promote communism in Western Europe were contained, in part because of the Marshall Plan. Most candidates are likely to regard the Soviet take-over of Eastern Europe as a US failure and, also, the Chinese communist victory in China in 1949. It might also be argued that the development of the Atomic Bomb and then the Hydrogen Bomb by the Soviets represented a failure to contain communist power.</p> | 30 |

| Question | Answer | Marks |
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| 28 | <p>How prosperous was the USA during Eisenhower’s presidency, 1953–1961?</p> <p>AO1 – This question concerns the state of the economy and standards of living in the 1950s. The Eisenhower years are often known as an ‘Age of Affluence’. Candidates are asked to test that claim.</p> <p>AO2 – In support of the decade being one of prosperity candidates might emphasise the expansion of GNP and the rise in average incomes. As a result, consumer spending increased. Home ownership increased. Candidates might argue people had more time for sport, television, entertainment and music. Increased car sales allowed people more flexibility of work and residence. However, the economy went into recession in 1953 and 1957-8 and the national debt rose through the decade. Candidates might also explain that farmers continued to struggle, and many small companies failed in face of the power of large corporations. Most are likely to point out that the distribution of wealth was uneven, and poverty remained a problem.</p> | 30 |

| Question | Answer | Marks |
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| 29 | <p>Was the foreign policy of President Kennedy in the best interests of the USA?</p> <p>AO1 – The question requires an assessment of the effectiveness of the foreign policy of Kennedy in defending the interests of the USA. Some candidates might present an argument for and against and others might consider the positive and negative aspects of particular policies in a thematic approach.</p> <p>AO2 – In consideration of US policy in Cuba candidates might argue that the invasion at the Bay of Pigs in 1961 led to greater Soviet involvement in Cuba including the introduction of missiles and the crisis of 1962. On the other hand, JFK's handling of the crisis might be considered skilful which, ultimately, strengthened US security. Some might argue that the building of the Berlin Wall was partly the result of JFK's failed diplomacy and a threat to western and, therefore, US interests but, it might be said that his visit to Berlin and commitment to NATO counterbalanced this. It might be argued that the expansion of the US military including its nuclear arsenals strengthened US defences but, as it encouraged the Soviets to do the same, that the policy weakened US security. His involvement in Vietnam - the failed policy of counter insurgency and support for Diem – might be argued as weakening US security especially with knowledge of later events. However, it might be said that JFK had to intervene to check the threat of communism in the South East.</p> | 30 |

| Question | Answer | Marks |
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| 30 | <p>Which was President Johnson's greater achievement: Civil Rights legislation for African Americans or the Great Society reforms?</p> <p>AO1 – The question concerns the achievements of Johnson in domestic affairs arriving at a judgement about the most significant of them. The emphasis should be on civil rights policy as well as aspects of the Great Society programme.</p> <p>AO2 – Civil Rights for African Americans were advanced by the Civil Rights Act of 1964 and the Voting Rights Act of 1965. The 24th Amendment enforced the rights promised after the Civil War. Laws also helped end discrimination in housing. Candidates might also refer to some of the measures of his war on poverty which helped African Americans. Yet much was left to be done in terms of segregation in education, for example, and the violence in 1965 and 1967 was an indication of the limits of Johnson's reforms. Candidates might analyse Johnson's measures to tackle poverty, improve education, create jobs and training, health care, and to improve the environment in towns and the countryside. In doing so, answers should attempt to highlight the positive as well as the limitations of these reforms. Having done so candidates should aim to arrive at a judgement.</p> | 30 |

| Question | Answer | Marks |
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| 31 | <p>Did President Nixon’s policies in Vietnam fail?</p> <p>AO1 – The question concerns US policy in Vietnam between 1969 and 1974. Answers are likely to focus on the policy of Vietnamisation which Nixon pursued throughout the period. Other policies should be considered to arrive at a considered judgement.</p> <p>AO2 – In showing how Vietnamisation failed candidates are likely to emphasise the fact that by 1975 South Vietnam was controlled by the communists. In providing a counter argument, candidates are likely to argue that the policy did lead to the withdrawal of the US from Vietnam in 1973. Candidates might argue that Vietnamisation improved the prospects of better relations with China (Nixon visited the country in 1971) and the USSR. In consideration of other policies, some will point to the spread of the conflict to Laos and Cambodia. Candidates might also argue that the large-scale bombing of the country by the USAF was only destructive and counterproductive. Some might argue that the US strengthened South Vietnam’s army hugely and that after from 1969 the situation for millions in the South improved. In judgement, candidates might argue that the policies pursued were interlinked and the success – or failure of any one was inter-dependent.</p> | 30 |

| Question | Answer | Marks |
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| 32 | <p>How successful was the presidency of Ronald Reagan?</p> <p>AO1 – The question requires an analysis of the record of Reagan as president. Answers should look at both domestic and foreign policy even if there is imbalance in the treatment of each. His record should be considered by looking at both the successes and limitations of his policies.</p> <p>AO2 – Most candidates are likely to focus on his economic policy. Reaganomics appeared to provide a stimulus to economic activity and employment levels and GDP rose spectacularly. However, the National Debt also expanded, and the economy was skewed towards military production. Candidates might argue that his reforms of the welfare state were successful even if he did not cut middle class entitlements as had been intended. Reagan’s attempts to shift responsibility from the federal to the state governments met with limited success. The impact on the judicial system of appointments of judges with conservative views might be discussed. In assessing his foreign policy, candidates might argue his policy of a huge expansion of the military and the development of a Star Wars programme was instrumental in winning the Cold War. His relationship with Gorbachev might be considered and regarded as successful in so far as changes in USSR policy in Eastern Europe were concerned. Some might consider the Iran-Contra Scandal as a domestic as well as a foreign issue but, either way, it is likely to be regarded as a failure.</p> | 30 |

| Question | Answer | Marks |
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| 33 | <p>What best explains why Clinton won the presidential elections of 1992 and 1996?</p> <p>AO1 – The question concerns the reasons for the popularity of Clinton. Candidates should consider a range of reasons and compare them in terms of their weight to arrive at a judgement as to which best explains his popularity.</p> <p>AO2 – Candidates might emphasise his charisma based on his youth and energy. The Lewinsky scandal might be considered as a factor that confirms this or it might be argued that it undermines it. The upturn in the economy might be stressed, not least because Clinton argued the state of the economy was key to gaining support. Allied to that was the increase in the minimum wage. Plans for the provision of health care for all were popular, at least for those who did not have any, but the proposals were never implemented. The image of the US as the major power in global affairs might be considered a factor. Reference to Clinton's successes in the Middle East and Kosovo might be discussed. Further, some candidates might suggest that Clinton benefitted from the lack of appeal of his opponents and the fact that he positioned himself in the centre of US politics: his ability to rebound from any downturn in his ratings might be ascribed to this factor.</p> | 30 |

| Question | Answer | Marks |
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| 34 | <p>'The most significant change in the role and status of women in American society took place during the New Deal.' Discuss with reference to the period, c.1880–c.1945.</p> <p>AO1 – The question concerns the change in the role of women over time. Answers should focus on the 1930s but, in order to arrive at a judgement, they should consider change at other times.</p> <p>AO2 – Candidates might argue that during the New Deal women were accorded greater rights at work though their wages were usually less than men. It might be argued that women had greater opportunity to pursue a career and develop their talents (as film stars, aviators, dancers, sportswomen etc.), but this was true of only a minority of exceptional women. It might be argued that women made some progress in politics at state and federal level (aided by the involvement of Eleanor Roosevelt in politics) but, again, the change was limited. Candidates might explain how the role and status of women changed in the later 19th century, especially in terms of the extension of the franchise, initially, for those settling in western states and, later, for all. Some will consider the 1920s as a period that offered more opportunities for women. It might be argued that the war years, especially 1941-45 saw significant change in the role and status of women. In judgement, some candidates might argue that despite the significance of change in the 1930s or any other time between 1880 and 1945, women were regarded throughout the period as the 'moral heart of the home' upholding traditional attitudes and standards of behaviour especially in rural areas, by people in conservative regions, by a majority of men and contemporary social commentators.</p> | 30 |

| Question | Answer | Marks |
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| 35 | <p>What best explains the growth of the US economy 1941–c.1980?</p> <p>AO1 – The question concerns the reasons for the way the US economy performed from 1941. Candidates are expected to weigh the significance of these factors arriving at a judgement about which was most important.</p> <p>AO2 – Given the start date, candidates might highlight the importance of war, notably the increased emphasis on meeting the needs of the military. Reference might be made to the effects of WWII, the Korean War, Vietnam and, even, the nuclear arms race. Candidates might stress the technological developments of the period and the impact they have had on the methods of production and labour, for example. Some might consider consumer demand in terms of fashion, spending power and leisure pursuits as reasons for the growth of the economy. Candidates might consider the role of government policy in the period and how this affected the economy.</p> <p>Some candidates might also explain the downturns in the economy in this period. External factors, such as increased competition, for example, in car manufacture and disruptive factors such as downturns in trade and the massive spike in oil prices in the early 1970s might be considered.</p> | 30 |

| Question | Answer | Marks |
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| 36 | <p>‘Power was more apparent than real.’ How far is this true of US presidents in the period c.1900–2000?</p> <p>AO1 – The question requires an analysis of the power of presidents. This might be interpreted as a question about an imperial presidency which most regard as emerging from the 1930s, but this question allows candidates greater scope.</p> <p>AO2 – In considering the appearance of power, candidates are likely to comment on the public image of the president which, in an age of increasing media attention, made them look powerful, however unprepossessing they were. Further, the charisma of certain presidents reinforced this impression. In selecting examples, candidates are likely to comment on some of the following: Theodore Roosevelt, FDR, Kennedy and Clinton. However superficial that might be candidates might argue that presidents did have power. They were at the centre of the executive, they had powers to make war and peace, to influence the persuasion of the judicial and departments of state with their powers of patronage. In support of the view that presidents lacked power, candidates are likely to focus on the restraints imposed on them by Congress and the Supreme Court. Some might consider the autonomy of States in some areas of policy. Others might argue that the limitation of the term of office to four years was a constraint. Some might argue that the intrusive scrutiny of the president by the media has effectively clipped their power.</p> | 30 |

| Question | Answer | Marks |
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| 37 | <p>Was conservatism the dominant feature of American culture between 1968 and 2000?</p> <p>AO1 – The question is concerned with the degree to which US culture has become predominately conservative. Candidate should consider ways in which that could be supported and also present a counter argument.</p> <p>AO2 – Candidates might argue that conservatism was evident in matters such as the controversy about gay bishops and extra marital sex. Candidates might argue that the defence of the right to bear arms remains widespread despite numerous incidents when guns have been misused. Also, conservatism is evident in the continued resistance to equal political and civil rights for African Americans, women and minorities. Allied to that is the conservatism of nationalist rhetoric and patriotism also evident in attitudes to immigration. However, candidates might point out the liberalism of the late 1960s/70s especially amongst the youth. Candidates might discuss the improvement in the rights of women and African Americans and, with that, more liberal attitudes to others. Arguably, traditional notions of social hierarchy are less conservative.</p> | 30 |

| Question | Answer | Marks |
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| 38 | <p>‘Social divisions in the USA were primarily the result of immigration.’ Discuss this view for the period from 1945 to 2000.</p> <p>AO1 – The question concerns the reasons for divisions in society from 1945 to 2000. Candidates should consider the ways in which immigration has been a cause of division but, also, other factors. A judgement about the importance of immigration compared with other factors is desirable.</p> <p>AO2 – Candidates might consider the scale of immigration as a factor and the problem of assimilating large numbers. Candidates might emphasise the impact of immigration on the labour market and divisions caused within the work force. They might argue that immigrant communities have emerged within urban areas separating them from others. The activities of criminal elements within the immigrant population might be discussed. Candidates might assess a number of other factors including racial prejudice and the tensions between African Americans and whites and the deep-rooted nature of the problem. In addition, the widening gap between the rich and poor, as the economy grew, might be considered. Further, divisions between those living in towns and cities might be assessed. Regional divisions might be analysed. Some might consider the gender gap and the divisions caused by religion.</p> | 30 |

| Question | Answer | Marks |
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| 39 | <p>‘The social and political influence of organised religion in the US was in continuous decline throughout the twentieth century.’ Was it?</p> <p>AO1 – The question concerns the influence of organised religion in the 20th century. The question is looking for evidence of a decline in the influence of organised religion, but more discerning answers will consider whether the decline has been continuous. Some may challenge the view that it has been in decline at all, at least in some areas.</p> <p>AO2 – Decline might be suggested by the fact that fewer people attend church on a regular basis. Candidates might argue that extended secularisation has reduced the influence of organised religion. Candidates might argue that greater mobility and individual independence has weakened the influence of organised religion. Candidates might suggest that wider education provision has served to undermine the influence of organised religion. On the other hand, candidates might argue that in some regions, especially the so-called ‘Bible Belt’, organised religion is as influential as it has been. Some might suggest that even in areas where decline was evident in the earlier part of the 20thC there has been a revival in the influence of organised religion on matters of chastity, for example. The political influence of organised religion might be said to have fluctuated. Some candidates might argue that not all religions have declined in influence: for example, Mormonism and Judaism might be considered to have retained their influence. Some candidates might be able to discuss this matter by differentiating between the influence of organised religion on genders and age groups.</p> | 30 |