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AMERICAN HISTORY (US)

0409/01

Paper 1 The Making of a Nation

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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.

Generic levels of response marking grids.**Table 1**

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

Target: Demonstrating an understanding of historical explanation (AO1 & 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

This table should be used to mark the 10-mark part **(c)** questions.

Target: Demonstrating the ability to analyze historical events and come to a substantiated judgment (AO1 & AO2)		Marks
Level 5	Explains with evaluation of 'To what extent' with a substantiated judgment. A developed explanation of both sides of agreement AND disagreement. Argument supported by relevant and accurate contextual knowledge.	10
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 the 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>Describe the beliefs of the Whig Party in the 1830s.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>The Whigs opposed the politics of President Andrew Jackson [1] and tried to portray him as “King Andrew” [1].</p> <p>The Whigs believed that Congress should have more power than the President [1]; this was similar to the beliefs of Federalists from earlier in the century. [1]</p> <p>The Whigs opposed Andrew Jackson’s Indian Removal Act [1] which enforced the movement of five tribes to the West of the Mississippi river [1].</p> <p>The Whigs were generally opposed to rapid Westward Expansion. [1]</p>	4
1(b)	<p>Explain why the role of the presidency changed in the United States before 1840.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>One of the biggest reasons for the role of the presidency changing was that it depended on the character of the President. Early Presidents were prepared to be dominated by Congress but Andrew Jackson brought many changes because he wanted to use his power more. For example, he made extensive use of the veto and asserted national power by facing down South Carolina’s nullification of a federal tariff law. This shows that the role of the President was beginning to change by 1840.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • When the office of the President was created it had relatively little power. The Founding Fathers didn’t want to create a new king. • The Constitution gave the President military power as Commander in Chief. • Presidents such as Washington, Adams and Jefferson molded the office of the President. • In the nineteenth century Congress had a greater set of powers and often dominated the president. • The two-party system changed the role of the President. <p>Example: general answer lacking subject specific knowledge</p> <p>The President was powerful because he was the leader of the country.</p>	6

Question	Answer	Marks
1(c)	<p>“The creation of the Constitution was the most important step towards democracy in the period 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.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>I agree 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 any one person becoming a tyrant.</p> <p>OR</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 ten amendments.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • 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. • In the early nineteenth century political parties developed with different ideas about democracy and running the country. • The Bill of Rights was passed in 1791; it includes the first ten amendments to the Constitution. <p>Example: general answer lacking specific subject knowledge</p> <p>The Constitution is the basis of all laws in the United States.</p>	10

Question	Answer	Marks
2(a)	<p>Describe how the United States took control of Texas in the 1840s.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>Texas was annexed as a state in 1845. [1] Many Northerners feared Texas becoming a slave state if it entered the Union. [1] In 1844 a treaty to annexe Texas was defeated in the Senate.[1] Texas joined the Union as the 28th state in December 1845 [1], as one big state they would only add two slave votes to the Senate.[1] Polk won the 1844 Presidential election [1] because he stood on a platform in favour of annexing Texas. [1] Texas formally joined the union on February 19, 1846. [1]</p>	4
2(b)	<p>Why were British colonists involved in the French and Indian War 1754–63?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>The colonists in America were involved in the French and Indian War because they were fighting on the British side against the French inhabitants of New France. The war was part of the much bigger conflict called the Seven Years War. The British Prime Minister paid the colonists to raise troops against the French and stop them expanding further into the continent of North America. The colonists wanted to defend the land owned by the British and so fought to defeat the French.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • George Washington won the Battle of Jumonville Glen in 1754 and built Fort Necessity. • British efforts in the frontier areas of Pennsylvania and New York failed between 1755 and 1757; the French were supported by Canadian scouts and Native American warrior allies. • The British captured the city of Quebec in 1759. • In 1763 the Treaty of Paris gave all French possessions East of the Mississippi, except for New Orleans, to the British. <p>Example: general answer lacking subject specific knowledge</p> <p>The colonists fought in the war to protect their land.</p>	6

Question	Answer	Marks
2(c)	<p>“The Louisiana Purchase was the most important event in the expansion of the United States before 1853.” 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.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>The Louisiana Purchase was important to the expansion of the United States because it doubled the size of territory held by the country overnight. It meant that a huge amount of land in the West was available to be explored by Americans and that the natural resources found there could be used to develop the country. It also gave the United States control of the port of New Orleans which was vital for trading in the south of the US and beyond. The territory would prove vital to US expansion in the years after 1803.</p> <p>OR</p> <p>The signing of the treaty of Guadalupe Hidalgo which ended the Mexican-American War was actually more important for the United States than the Louisiana Purchase. It meant that Mexico gave up all the claims it had to Texas and that the United States gained 525,000 sq. miles of territory in the southwest of the continent. This meant that when gold was discovered in California this land was a US territory and the wealth could be used for the country. This final part of land belonging to the United States was very important for the country.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • France sold the United States territory under the Louisiana Purchase; it cost about 4 cents per acre. • The treaty ended French colonialism in the mid-west of the United States. • The United States gained the port of New Orleans. • The treaty of Guadalupe Hidalgo ended the Mexican-American war and established the Rio Grande as the southern border of the United States. • The United States took control of Florida in 1819. <p>Example: general answer lacking specific subject knowledge</p> <p>The Louisiana Purchase made the land owned by the US much bigger.</p>	10

Question	Answer	Marks
3(a)	<p>What happened at Wounded Knee in December 1890?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>In December 1890 the Sioux chief Big Foot [1] camped on the banks of Wounded Knee creek with 350 followers. [1] A force of United State Army troops had been sent to arrest Big Foot. [1] Many Native Americans had been taking part in the Ghost Dance [1]; a religious practice which they hoped would defeat the white settlers. [1] The United States army attacked the Native Americans with Hotchkiss guns [1]; leaving 300 Sioux dead. [1] The chief Big Foot was killed in the attack. [1]</p>	4
3(b)	<p>Why did the Sand Creek Massacre lead to a deterioration in the relationship between Native Americans and the US government?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>The Sand Creek Massacre took place in the Colorado territory in 1864. The Colorado militia led by Colonel John Chivington attacked Native American villages and killed many people even though the villages were flying the American flag. It made relations between the United States government and Native American communities even worse because there was no reason for the attack and none of those involved were punished afterwards. It gave the impression that no-one cared about the deaths of Native Americans.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The militia led an attack on the Cheyenne and Arapaho villages. • More than 100 Native Americans were killed despite the American flag flying over the village. • The massacre took place after a series of skirmishes following the Treaty of Fort Wise in 1861. • Many of the Cheyenne and Arapaho tried to retaliate against the American soldiers including an 1865 attack on Fort Caspar in Wyoming. <p>Example: general answer lacking subject specific knowledge</p> <p>It was bad for relations because lots of people died.</p>	6

Question	Answer	Marks
3(c)	<p>To what extent was there a good relationship between Native Americans and the US government before 1850?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>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>However, there is clear evidence that the relationship was not always good before 1850. The impact of Westward Expansion, especially after 1840, began to cause serious conflict between the US government and Native Americans. Conflict often arose over the struggle for natural resources whether that was land, minerals or the buffalo. Even before 1850 it was clear the relationship was not good.</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. • Indian Removal Act – The impact of Jackson’s policies and the “Trail of Tears” on the five tribes. • Impact of Westward Expansion – destruction of the Buffalo, natural resources, land disputes. <p>Example: general answer lacking specific subject knowledge</p> <p>I disagree because the Native tribes never got on with white people.</p>	10

Question	Answer	Marks
4(a)	<p>What was the Compromise of 1877?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>The 1877 Compromise made Rutherford B. Hayes President [1] in exchange for Reconstruction troops leaving the South. [1] It ended the military occupation of the South. [1] It stopped Samuel J. Tilden from becoming President. [1] It marked the end of Reconstruction [1] and the protection of African Americans by Republicans. [1]</p>	4
4(b)	<p>Why was the Compromise of 1850 unpopular with so many people?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>Many people in the North of the United States were unhappy with the Compromise of 1850 because of the Fugitive Slave Act that was included in it. The act had been strengthened so that it became law that citizens and officials of free states had to return slaves to their masters. This was unpopular with abolitionists in the North as they did not want anything to do with slavery and felt it was unfair that they were being forced to take part.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Compromise attempted to sort out the issues over slavery and the balance of power between North and South; these had been made worse by the end of the war with Mexico. • California was allowed to enter the Union as a free state and the slave trade was abolished in Washington DC; both of these were unpopular in the South. <p>Example: general answer lacking subject specific knowledge</p> <p>Nobody liked the Compromise because they were all arguing about slavery.</p>	6

Question	Answer	Marks
4(c)	<p>To what extent were economic differences between the North and South to blame for increased sectionalism before 1860?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>Economic differences were very important as a cause of increased sectionalism in the 1850s. The two economies ran differently and needed different conditions to thrive. The North had been industrialising and wanted to expand via the railroads; whilst the South relied on “King Cotton.” This caused disagreements about decisions which were being made in Congress and shows that economic differences were important to sectionalism.</p> <p>OR</p> <p>However, it can be argued that in reality slavery was the cause of increased sectionalism before 1860. For example, there had been many attempts 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 had been causing increased sectionalism for a long time.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Calhoun Doctrine showed the importance of States Rights when it said that states could leave the union. • 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 a national party. <p>Example: general answer lacking specific subject knowledge</p> <p>The economic differences were important because some people were richer than others.</p>	10

Question	Answer	Marks
5(a)	<p>What were the problems with factory conditions 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.</p> <p>Responses may include the following:</p> <p>In the second half of the nineteenth century many children were working long hours in factories [1]; the jobs they did were often dangerous and resulted in injuries [+1].</p> <p>Many immigrant workers were being forced to work long shifts during this period [1]; there was a campaign to enforce an 8 hour shift [1].</p> <p>Many factories were dangerous places to work [1] and there were no laws to stop this [1].</p> <p>In 1867 people in Chicago went on strike [1] to try and enforce an 8 hour working day [+1].</p>	4
5(b)	<p>Explain why, in the late nineteenth century, the Farmers' Alliance had political success.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>As a result of droughts and high costs many farmers were struggling in the second half of the nineteenth century. These groups fought to cut transport and storage costs as well as demanding that silver should become the official currency. This last measure was designed to ease the squeeze on the money supply. The group had success because it was a way for agricultural workers to stand together and fight for what they wanted.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Farmer's Alliance tried to protect farmers by establishing fairer tax and monetary systems. • In 1890 the Farmers Alliance called for the abolition of national banks and lower tariffs on goods. • The Ocala Demands were formed in 1890. • Farmers were often in debt and wanted more money in circulation; this included the availability of free silver. • The Farmers Alliance had links to the Populist movement. <p>Example: general answer lacking subject specific knowledge</p> <p>They were popular because there were lots of farmers at this time.</p>	6

Question	Answer	Marks
5(c)	<p>“The most important impact of the Transcontinental Railroad was that it united the nation.” 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.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>The Transcontinental Railroad had a huge impact on the US economy in the later nineteenth century and it definitely united the nation. It made transporting goods much cheaper; within 10 years of construction \$50 million worth of goods were being shipped coast to coast. This meant that the market for products manufactured in the East grew and in return imports such as Chinese and Japanese tea became more readily available.</p> <p>OR</p> <p>Another impact of the Transcontinental Railroad was that it made the conflict between the US government and Native Americans more serious in some places. As the construction of the railroad moved across the plains, workers were often in conflict with local tribes. Although some tribes such as the Pawnee worked with the railroad company to protect the workers. This shows that the construction of the railroad had a big impact on relationships with Native Americans.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Railroad had a specific impact on some industries such as the cattle and meat industry; trains were used to bring cattle from the South to Northern cities such as Chicago. • Minerals and other resources were mined across the mid-west for use in the construction of the railroad. <p>Example: general answer lacking specific subject knowledge</p> <p>The railroad was the first to travel all across the country so was very important.</p>	10

Question	Answer	Marks
6(a)	<p>Describe the impact of immigration on the culture of American cities in the late nineteenth century.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>Chinese workers on the west coast of the United States brought different ideas and culture with them. [1] Many Scandinavians arrived in Michigan and Minnesota [1] where they lived in largely Finnish communities. Mexicans became US citizens after the Gadsden Purchase [1]; they kept their traditions of food and religion. [1] Many large cities such as New York saw whole neighborhoods occupied by groups of immigrants. [1] This meant a change in the food and how people lived such as religion and schools. [1]</p>	4
6(b)	<p>Explain why nativist groups grew in the middle of the nineteenth century.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>During the 1850s nativist groups became concerned about the impact that immigration was having on cities in the United States. They were worried that the power they had would be taken by people arriving in the country. One of these groups was called the Know Nothing movement and wanted immigrants to have lived in the United States for 25 years before they could become citizens. This was meant to prevent recent arrivals such as Irish Catholics from voting and gaining political representation.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Members of the Know Nothing movement were strongly opposed to immigrants and Catholics and wanted to prevent them from being elected to political office. • In 1856 Fillmore ran for President as a Know Nothing candidate but his campaign was a disaster. • The American Party grew out of the Know Nothing movement in the mid-1850s, until then it had been a lost movement, but they began to help politicians run for office. <p>Example: general answer lacking subject specific knowledge</p> <p>At the time lots of people didn't like immigration and campaigned against it.</p>	6

Question	Answer	Marks
6(c)	<p>“Most immigrants arrived in America to pursue economic opportunities.” 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.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>Many immigrants did arrive in the United States looking for economic opportunities. One example of this was the Chinese laborers who helped to build the Central Pacific Railroad. By 1868 over 12,000 were employed by the company and helped to build the railroad over high mountains in the Sierras. They used techniques they had learned in China to suspend themselves from ropes down cliffs. These workers often stayed in the United States for other work showing that job opportunities were the most important factor in encouraging immigration.</p> <p>OR</p> <p>However, many immigrants moved to the United States to take advantage of the freedom that was offered. In 1886 the Statue of Liberty was dedicated and the message it sent out added to the idea that the United States was a country of freedom and tolerance. Immigrants were often escaping from religious persecution, for example Jews from Russia, who were escaping anti-Semitic violence, saw this as the main attraction in America. This “Land of Liberty” idea was more important than other considerations for many immigrants.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Many Irish immigrants moved to the east coast of the US to escape from poverty. • Scandinavian communities moved to Michigan and Minnesota to find greater economic opportunities. • Many Jews travelled to the United States in the 1880s as the result of Russian persecution. <p>Example: general answer lacking specific subject knowledge</p> <p>I agree because many people came to the US looking for new jobs.</p>	10

Question	Answer	Marks
7(a)	<p>What was meant by Progressivism in the early twentieth century?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>Progressives believed that in some form the government should take a role in people's lives. [1] Progressives worked to try to get female suffrage laws passed in the decade before 1920. [1] Robert M La Follette followed Progressive ideas [1] in Wisconsin to improve social justice. [1] The 17th Amendment allowed for the direct election of senators. [1] The 16th Amendment allowed for the collection of income tax. [1] Progressives believed that the challenges of the twentieth century required different ideas [1] and that there should be new laws for the challenges of the new industrial age. [1]</p>	4
7(b)	<p>Why did the Triangle Shirtwaist Factory fire have such a large impact on working conditions?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>The Triangle Shirtwaist Factory fire had a big impact on working conditions because it was used by muckraking journalists to show people the dangers of working in factories. A young reporter named William Shepherd was an eye-witness to the fire and spread the story throughout the nation. This caused people to take notice of poor working conditions and put pressure on politicians to change the laws.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Triangle Shirtwaist Factory fire killed 146 workers; it was the deadliest industrial disaster in the history of New York. • Many of the workers were recently arrived Italian and Jewish immigrants; who had been locked in the building by the owners. • Laws were introduced to make fire escapes compulsory and to stop doors being locked. • The fire happened in 1911. <p>Example: general answer lacking subject specific knowledge</p> <p>It upset lots of people because people died in the fire.</p>	6

Question	Answer	Marks
7(c)	<p>“Labor unions did little to improve the lives of workers before 1920.” 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.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>Unions were limited in what they could do for ordinary workers especially ethnic minorities. In 1902 African Americans made up less than 3% of union members even though they were working throughout the US. This shows that although there were some successes by unions, they failed to help a lot of people. They were often only locally organized and struggled to get national recognition. Often working conditions changed because of “muckraking” journalists rather than unions.</p> <p>OR</p> <p>Unions were actually able to make important changes before 1920. For example, the Industrial Workers of the World, or “the Wobblies”, who were founded in 1905, encouraged class conflict and taking on employers. The Wobblies led the Bread and Roses strike in Massachusetts in 1912 which involved immigrant women workers who had seen their pay cut. It was successful and sawmill owners in Massachusetts increase wages for women. This showed that unions could change the lives of workers by organizing them.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Yellow dog contracts, which banned workers from going on strike, were the target of many unions. • Wobblies leaflets suggested that “The working class and the employing class have nothing in common.” • The Triangle Shirtwaist Factory fire made many people angry about working conditions. <p>Example: general answer lacking specific subject knowledge</p> <p>I agree because lots of people were not in unions.</p>	10

Question	Answer	Marks
8(a)	<p>Describe the new methods of advertising that were used during the 1920s.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>Lots of people owned a radio and they were used for advertising. [1] New style tabloid magazines such as the New York Daily News [1] launched covering crime, sport and scandal. They also included lots of adverts. [1] Coca-Cola changed its advertising in the 1920s [1] to show the drink as a “fun” consumer product. [1] In 1925 Bruce Barton’s book <i>The Man Nobody Knows</i> [1] compared advertising and religion saying that Jesus Christ would have been an advertising man in the modern US. [1]</p>	4
8(b)	<p>Explain why governments of the 1920s used protective tariffs.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>Protective tariffs were used in the 1920s to protect American businesses and producers. Goods that were coming from abroad especially European markets were often cheaper than goods made in the United States. Republican governments after 1920, starting with that led by President Harding, put tariffs on these goods so that people were more inclined to buy things produced in the US. This helped farmers and factory owners.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Emergency Tariff Act was passed in 1921; it was designed to help farmers who were struggling after the First World War. • The Fordney-McCumber Tariff Act was passed in 1922; it gave the President the power to raise and lower tariffs to protect domestic producers. <p>Example: general answer lacking subject specific knowledge</p> <p>Tariffs were put on things to make them more expensive.</p>	6

Question	Answer	Marks
8(c)	<p>To what extent did all American people benefit from the economic “boom” of the 1920s?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>Workers in cities across the United States benefitted from the economic “boom” so it is possible to argue that the majority of Americans benefited from the ‘boom’ of the 1920s. 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>However, there were large parts of America which did not benefit from the “boom”, so its impact was limited. 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 benefited 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>People everywhere benefited from the “boom” because it made them richer.</p>	10

Question	Answer	Marks
9(a)	<p>What was meant by the term “Hooverville”?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>Hooverville was the name given to shanty towns [1] full of homeless people during the Great Depression. [1] In Seattle the Hooverville stood for 10 years from 1931 to 1941. [1] Many people lived in Hoovervilles because they had lost their jobs [1] and then could not afford to pay their rent. [1] The name Hooverville was used to blame President Hoover. [1] One of the biggest Hoovervilles was in Central Park in New York. [1] They were often associated with crime and poor sanitation. [1]</p>	4
9(b)	<p>Why were “alphabet agencies” important in the United States during the 1930s?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>Alphabet Agencies were important because they were designed to help solve the problems of the Great Depression. President Roosevelt identified the issues which were most harmful to the country and, as part of the New Deal, started agencies to deal with them. For example, the Agricultural Adjustment Act (AAA) tried to help farmers; it attempted to stabilize prices and prevent over production which had been a problem in the late 1920s.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • President Roosevelt set up many alphabet agencies in his first 100 days in office; they were designed to help him implement the policies of the New Deal. • The Public Works Administration (PWA) gave jobs to unemployed people; worker’s built schools, bridges and dams as part of the projects. • The Civilian Conservation Corps (CCC) hired 2.5 million young men to work on environmental projects such as planting trees, building roads and parks. • Alphabet Agencies were sometimes criticized for being complicated and expensive; people used the term “alphabet soup”. <p>Example: general answer lacking subject specific knowledge</p> <p>Alphabet Agencies were important because they gave everybody jobs.</p>	6

Question	Answer	Marks
9(c)	<p>“Overproduction was the biggest problem in the US economy in the late 1920s.” 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.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>Over production in many parts of the economy in the late 1920s, especially in agriculture, was the most important cause of problems in the US economy. 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 shows there were underlying problems in the economy which were vital to the crash at the end of the decade.</p> <p>OR</p> <p>However, another cause of the crash was the huge increase in speculation on the stock market by middle class Americans in the late 1920s. People bought shares “on margin” believing they would be able to sell them at a huge profit. By August 1929 many brokers were lending people more than two-thirds of the face value of the stocks they were buying. When the stock market crashed in October 1929 people did not have the money to pay back the loans and many lost everything. It could be argued that this did more to crash the whole economy than over-production.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • As early as 1925 land prices had begun to collapse in Florida. • Too many consumer goods were being produced which people couldn’t afford to buy; people only needed one car or one refrigerator. • 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>I agree because people were making too many things and didn’t have the money.</p>	10

Question	Answer	Marks
10(a)	<p>Describe how African Americans began to challenge the Jim Crow laws in the 1950s.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>In 1954 the doctrine of “Separate but Equal” was challenged by the NAACP [1] during the Brown vs. Board of Education case. [1] In December 1955 Rosa Parks refused to give up her seat on a bus [1] and the locals in Montgomery boycotted the buses.[1] In 1957 President Eisenhower sent 1000 National Guard troops to Little Rock, Arkansas, [1] to keep African American students safe. [1] Earl Warren was in charge of the Supreme Court [1] during this period and held more liberal views. [1]</p>	4
10(b)	<p>Explain how Malcolm X challenged the ideas of the Civil Rights movement during the 1960s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>Up until the 1960s the Civil Rights movement had been largely peaceful following the ideas of Martin Luther King. However, Malcolm X challenged these ideas by sanctioning the use of force as part of the campaign. He believed that African Americans should use “any means necessary” to gain equality. These ideas were attractive to younger African Americans who felt they had no chance of an equal life. This also changed the Civil Rights movement because more people were involved.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Malcolm X changed his last name from Little to X to signify his rejection of his “slave” name. • Malcom X was the leader of the Nation of Islam, which combined Islam with Black Nationalism. • There were some disagreements between Malcom X and the wider Nation of Islam as he felt they were not committed to helping the Civil Rights movement. <p>Example: general answer lacking subject specific knowledge</p> <p>Malcolm X was violent when campaigning for Civil Rights.</p>	6

Question	Answer	Marks
10(c)	<p>“Campaigns to improve the lives of African Americans before 1945 were largely unsuccessful.” 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.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>It is difficult to see much improvement that was made to the lives of African Americans in this period. The Plessy vs. Ferguson judgment made in 1896 said that segregation was acceptable as long as it was “separate but equal.” Homer Plessy had campaigned to be allowed sit in the train carriage designated for whites. This decision meant that for the first half of the twentieth century African Americans, especially in Southern states, lived under Jim Crow laws that meant their lives were unfair and often violent. It was not until after 1945 that things began to change.</p> <p>OR</p> <p>There was some improvement in the lives of African Americans before 1945 and some of this was linked to the work of the NAACP which was founded in 1909. They campaigned throughout this period to get justice for black people who were struggling under the system of Jim Crow or other problems. Although they were not always successful, things did begin to change and during the Second World War President Roosevelt ordered a non-discriminatory policy in war industries and federal services. This shows that things were improving but slowly.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • During the 1920s many black Americans moved north to look for a better life. This became known as the Great Migration. • In 1895 Booker T Washington made the Atlanta Compromise to try to improve the lives of black Americans. • Discussion of Marcus Garvey’s “Back to Africa” movement. <p>Example: general answer lacking specific subject knowledge</p> <p>Life for African Americans was hard because they lived under segregation.</p>	10

Question	Answer	Marks
11(a)	<p>What was the Able Archer exercise, 1983?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>Able Archer was a nuclear military exercise carried out by NATO [1]; it was meant to prepare for a conflict that might happen with the Soviet Union. [1] It included using coded communications [1], radio silences [1] and the involvement of Heads of State from across NATO. [1] Relations between the US and the USSR were not good in 1983 [1]; and the Soviet authorities thought that NATO were really preparing for war. [1] It showed how tense the Cold War was in the early 1980s. [1]</p>	4
11(b)	<p>Explain why the Soviet Union blockaded West Berlin in 1948.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>Stalin, the leader of the Soviet Union, was worried that the Western allies were working together to undermine his power in Eastern Europe. On 1 June, America and Britain announced that they wanted to create a new country called West Germany; and on June 23 they introduced a new currency into “Bizonia” and West Berlin. People in eastern Europe began to change all their money into the new western currency, which they thought was worth more. This meant that Stalin feared the economy of East Germany would be destroyed and so the next day he blockaded West Berlin.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Stalin was afraid that the United States and other Western powers were allied against him; on June 24, 1948 he blockaded the city of Berlin to stop them accessing the Western part of the city. • In January 1947, Britain and the USA joined their two zones together. They called the new zone Bizonia (“two zones”). • On March 31, 1948 Congress voted for Marshall Aid. Stalin saw this as an attempt to undermine Russian influence in Eastern Europe. <p>Example: general answer lacking subject specific knowledge</p> <p>The Soviet Union blockaded Berlin because he wanted to control Germany.</p>	6

Question	Answer	Marks
11(c)	<p>To what extent was the United States successful in achieving its aims in the conferences held in 1945 at the end of the Second World War?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>There were some ways in which the United States was successful in achieving its aims at the end of the Second World War. There were some examples of this at the Yalta conference in February 1945. For example, Stalin committed to joining the war against Japan which was important for the United States as they were suffering heavy losses. There was also an agreement that countries under Nazi rule would be allowed to hold free elections which Roosevelt wanted to ensure that communism was not allowed to spread too much. This shows that the United States did achieve its aims.</p> <p>OR</p> <p>However, in some ways it was clear that the United States would not get their own way. During the Potsdam conference in July 1945 it became clear that Stalin wanted to extend his “sphere of influence” in Eastern Europe and was in the process of setting up a communist government in Poland. This meant that the United States could not guarantee free elections that they had agreed at Yalta. This shows that in many ways the aims of the United States were frustrated at the conferences at the end of the war.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The United States and Great Britain were worried about communist governments in Eastern Europe. • At Potsdam the three leaders argued about how Germany would be divided. Truman was angry about the amount of reparations Russia wanted to take from Germany; there was growing mistrust amongst the leaders. • The allies decided that Germany would be divided into four zones controlled by the United States, the Soviet Union, Great Britain and France. • The German capital Berlin would also be divided into four zones. It was decided that all countries under Nazi control would be allowed to hold free elections, although Stalin was promised a “sphere of influence”. • The Allies agreed to set up the United Nations (1). <p>Example: general answer lacking specific subject knowledge</p> <p>The United States was successful at the conferences because they had beaten the Germans.</p>	10

Question	Answer	Marks
12(a)	<p>Describe the ideas of Carter’s energy plan.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <p>President Carter wanted to deal with the energy crisis of the 1970s. [1] He thought that it needed to be dealt with at federal rather than state level. [1] During 1977 [1] he gave his advisors 90 days to come up with a plan. [1] It included a tax on inefficient motor vehicles [1] and a rebate on energy efficient vehicles. [1]</p> <p>Federal controls over the discovery of natural gas. [1]</p> <p>Carter’s energy Bill struggled to go through Congress. [1]</p>	4
12(b)	<p>Explain why there was disagreement about the policies of Reaganomics during the 1980s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <p>Reaganomics was controversial because many people thought it did not deliver on its promises. In the 1980 election campaign, Reagan had promised to do something about the “welfare mess”. He reduced the level and range of benefits for “safety net” programs such as Aid to Families with Dependent Children. By 1984 there were 13 million children living below the poverty line. This shows that for many people the policies of Reaganomics made life worse and so there were campaigns against it.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • President Reagan introduced lots of new economic policies as soon as he became President. • President Reagan cut taxes so that people paid less income tax; in 1981 the Economic Recovery Tax Act cut personal taxes by 25% across the board. • Reagan believed that if people had to pay less tax they would work harder and take more risks. • By the mid-1980s, 98% of all households had a telephone service and 77% had a washing machine. • The 1986 tax act decreased the top rate of tax from 50% to 33%. <p>Example: general answer lacking subject specific knowledge</p> <p>Reaganomics was controversial because people didn’t like the President.</p>	6

Question	Answer	Marks
12(c)	<p>“The federal reform programs of the 1960s were successful in transforming the lives of 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.</p> <p>Responses may include the following:</p> <p>Example: explanation (one sided)</p> <p>The “Great Society” program was seen as a war on poverty by President Johnson and it achieved many of the ideas it set out to. With regard to healthcare, the 1965 Social Security Act authorized Medicare which provided federal funding for the medical treatment of elderly and disabled Americans. In 1966 all welfare recipients began receiving health care through Medicaid. This shows how much the Great Society did to transform the lives of Americans.</p> <p>OR</p> <p>However, some reform programmes struggle to make real changes. As part of his “New Frontier” program President Kennedy tried to reshape the economy by improving the minimum wage, housing and funding for rural areas. However, many of the big things that Kennedy tried to change were blocked by Congress such as Medicare and reforms in education. As a result of only half of the bills being passed through Congress the “New Frontier” failed to achieve its aim of completely reshaping America.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Congress approved \$4.9 billion in urban renewal grants during the Kennedy administration. • President Kennedy wanted to raise the minimum wage and provide medical care with his New Frontier. • Some of the money from the Great Society which was meant to fight poverty was wasted at local levels. <p>Example: general answer lacking specific subject knowledge</p> <p>Reform programs did help people because they wanted to make them have a better life.</p>	10