

# Cambridge IGCSE™

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**AMERICAN HISTORY (US)****0409/01**

Paper 1 The Making of a Nation

**October/November 2024**

MARK SCHEME

Maximum Mark: 60

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**Published**

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

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 **35** printed pages.

**PUBLISHED****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 descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

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

**GENERIC MARKING PRINCIPLE 2:**

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

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

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

**GENERIC MARKING PRINCIPLE 4:**

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

**GENERIC MARKING PRINCIPLE 5:**

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

**GENERIC MARKING PRINCIPLE 6:**

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

**Table 1**

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

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

**Table 2**

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

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

Question	Answer	Marks
1(a)	<p data-bbox="338 217 1305 248"><b>Describe the ways in which colonists challenged British rule, 1754–76</b></p> <p data-bbox="338 284 495 316">Target: AO1</p> <p data-bbox="338 351 1749 383">One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul data-bbox="387 418 1906 730" style="list-style-type: none"><li data-bbox="387 418 1798 450">• Colonists protested against laws and taxes that the British passed [1]; such as the Stamp Act in 1765 [+1].</li><li data-bbox="387 453 1872 517">• Merchants in New England agreed to boycott British exports [1] and many people began to wear American made clothes [+1].</li><li data-bbox="387 520 1872 584">• The colonists formed organisations of patriots to persuade officials not to follow the Stamp Act [1]; this led to the British parliament repealing the act [+1].</li><li data-bbox="387 587 1906 651">• Colonists challenged the Townshend Act of 1767 by refusing to buy British goods [1]; there was also an increase in smuggling [+1] and American manufacture. [+1]</li><li data-bbox="387 654 1872 730">• In 1773 a group of colonists snuck onto a British ship and dumped all the tea in Boston harbour [1], this became known as the Boston Tea Party [+1].</li></ul>	<b>4</b>

Question	Answer	Marks
1(b)	<p><b>Why were the Articles of Confederation adopted as a system of government?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b> By late 1777 the Continental Congress had been debating a system of government for 16 months. The Articles of Confederation they settled upon bound the 13 states together loosely. This was because they were nervous of creating a government with too much central power. They did not want to escape British control and end up with more tyrants. The Articles of Confederation allowed them to do this.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Articles of Confederation were adopted in November 1777 by the Continental Congress.</li> <li>• They were designed to form a system of government for the new United States both during and after the War of Independence.</li> <li>• They were signed by the original 13 states and served as the first Constitution.</li> <li>• The individual states wanted to keep their freedoms.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge.</b> They were adopted because they wanted a different government.</p>	6

Question	Answer	Marks
1(c)	<p><b>‘The ideas of “Jacksonian Democracy” were not democratic.’ To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p><b>Example: explanation (one sided)</b> Jacksonian democracy could be seen as undemocratic because it promoted the power of the Presidency and the executive branch of government rather than the power of Congress. The elected representatives of the nation sat in Congress and the President was only one man so it was not particularly democratic to push for more power in that branch of government.</p> <p><b>OR</b></p> <p>In many ways Jackson’s ideas were democratic. The expansion of the voting franchise was a very important feature of Jacksonian democracy because it increased the numbers of people involved in politics. The Jacksonians believed that voting rights should be extended to all white men and that requirements associated with wealth or property ownership should be removed. This shows that more people were involved in voting and so the country was more democratic.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Jacksonians demanded that judges were elected rather than appointed.</li> <li>• Jackson and his supporters disliked patronage including the spoils system that placed people in political office.</li> <li>• Jackson was opposed to banks because he thought they cheated the common people.</li> <li>• Jackson was involved in the Nullification Crisis of 1832 which was about how much power state governments had.</li> <li>• Jackson was not concerned with the rights of women or African Americans.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b> Jackson gave the vote to more people.</p>	10



Question	Answer	Marks
2(a)	<p><b>What happened during the War of 1812?</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> <li>• The British had control of the Great Lakes at the start of the war [1] this allowed British victories in Michigan and the Niagara Peninsula [+1].</li> <li>• American troops were unprepared for war [1] and faced the combined forces of the British army and Native American soldiers [+1].</li> <li>• American troops surrendered Detroit in August of 1812 [1]; this meant the United States lost control over most of the Michigan territory [+1].</li> <li>• By 1813 the Americans were stronger with victory at the Battle of Lake Erie [1].</li> <li>• The British went up the Chesapeake to attack Washington, D.C. [1], burning the White House in 1814 [+1].</li> <li>• The British destroyed Washington’s public buildings, [1] including the president’s mansion and the Treasury [+1].</li> <li>• The attack on Baltimore and the Battle of Fort McHenry (1) inspired Francis Scott Key to write “The Star Spangled Banner”. [+1]</li> </ul>	<b>4</b>

Question	Answer	Marks
2(b)	<p><b>Explain how the French and Indian War (1754–63) had an impact on people living in the colonies.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b> The French Indian war had an impact on some people because they were involved in 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 America. The colonists wanted to defend the land owned by the British and so fought to defeat the French.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• George Washington won the Battle of Jumonville Glen in 1754 and built Fort Necessity.</li> <li>• The British captured the city of Quebec in 1759.</li> <li>• In 1763 the Treaty of Paris gave all French possessions East of the Mississippi, except for New Orleans, to the British.</li> <li>• In 1763 the British issued the Proclamation Act to stop colonists moving West but they defied this ruling.</li> <li>• To try to reclaim money lost in the war the British passed the Stamp Act in 1765.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b> The colonists were involved in the fighting.</p>	6

Question	Answer	Marks
2(c)	<p><b>‘The collapse of Spanish power in North America allowed the United States to expand before 1853.’ To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p><b>Example: explanation (one-sided)</b> At the beginning of the nineteenth century Spain lost a lot of its power in the Americas and this meant that the United States could take control of territory previously held by the Spanish. For example, in 1819, the United States was able to take control of Florida whilst Spain was struggling to control independence movements across the continent. This shows that the collapse in Spanish power was very important for the expansion of the United States.</p> <p><b>OR</b></p> <p>However, relationships with the British were also very important to the growth of the United States. The treaty that was signed with Britain over the Oregon Territory and the border of Canada was one of the most important events to define the borders of the United States. This was because debate over where the border lay between the United States and Canada became more pressing as people flocked to Oregon in the 1830s and 40s. The treaty that was signed in 1846 set the boundary at the 49th parallel.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In 1821 Mexico gained independence from Spain and later the United States took control of some of its territory.</li> <li>• In 1846 the United States annexed Texas which had previously been land controlled by the Spanish empire.</li> <li>• The treaty of Guadalupe Hidalgo ended the Mexican–American war and established the Rio Grande as the Southern border of the United States.</li> <li>• In 1803 the United States purchased the Louisiana territory from France.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b> Lots of areas of the United States were once under Spanish control.</p>	10

Question	Answer	Marks
3(a)	<p><b>What was Tecumseh’s Confederacy?</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Tecumseh was a leader of the Shawnee tribe [1] who followed the teachings of Tenskwatawa or the Prophet. [+1]</li> <li>• Tecumseh believed that Indian land belonged to all tribes [1] and that the only way of giving land to America was if all tribes agreed [+1], he wanted to force America to deal with all the tribes together. [+1]</li> <li>• The Confederacy fought the Battle of Tippecanoe in 1811. [1]</li> <li>• Tecumseh declared war on the United States in 1812. [1]</li> </ul>	4
3(b)	<p><b>Explain why the Sand Creek Massacre took place in 1864.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b> The Sand Creek Massacre took place after a series of skirmishes following the Treaty of Fort Wise in 1861. During 1864 the Colorado governor John Evans invited Black Kettle to hunt and camp with his people. Without provocation Chivington attacked the group killing 148 of Black Kettle’s followers.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The attack took place in the Colorado territory in 1864.</li> <li>• Many new white settlers had been arriving in the region even though the US government had previously agreed that the land belonged to the Cheyenne and Arapahoe peoples.</li> <li>• The Colorado militia was led by Colonel John Chivington; he and his men were not charged for the events at Sand Creek.</li> <li>• The militia led an attack on the Cheyenne and Arapaho Indian villages.</li> <li>• More than 100 Indians were killed, despite the American flag flying over their village.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b> There were disagreements between the two sides.</p>	6

Question	Answer	Marks
3(c)	<p><b>To what extent was the Dawes Act the most significant factor in the destruction of Native American communities in the nineteenth century? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p><b>Example: explanation (one sided)</b> The Dawes Act, also known as the Dawes Severalty Act, was designed to treat Native Americans as individuals rather than deal with tribal groups. It allowed the government to divide land into individual sections for Native Americans and meant that those who took this offer would be granted US citizenship. Many people believed that if Native Americans were encouraged to act like white farmers by owning their own land and speaking English they would become more ‘American’. The Act was significant because it destroyed the nomadic life of some groups and gave the government power over their lives.</p> <p><b>OR</b></p> <p>The Indian Removal Act of 1830 did a huge amount of damage to the tribes of the South East. The treaties that tribes such as the Creeks and Seminole signed with the government meant they had to leave their homes and travel West. Many who supported the treaties suggested that this was not a problem as the tribes were hunters who migrated anyway, but this was not true of the tribes in the South East who were mostly farmers. The travels of the tribes led to outbreaks of cholera, starvation and death for many of the Native Americans involved.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Cherokee tribe were forced to march West by the United States army; this became known as the “Trail of Tears”.</li> <li>• In the 1870s the United States government fought a series of battles with Native American tribes; one example of this was the Battle of Little Bighorn.</li> <li>• The destruction of the buffalo had a big impact on the way Native Americans lived their lives.</li> <li>• In the late nineteenth century, many native children were forced to attend boarding schools designed to ‘Americanise’ them.</li> <li>• Reservations were set up.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b> Many things were bad for many Native American people.</p>	10

Question	Answer	Marks
4(a)	<p><b>Describe the rise of the Republican Party, 1854–56.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> <li>• The Democrats were increasingly a Southern party [1] and many felt there was no one to represent the North. [+1]</li> <li>• The Republicans wanted a return to the Missouri Compromise [1] rather than the unpopular 1850 Compromise. [+1]</li> <li>• Republicans campaigned for a transcontinental railroad to reach California. [1] The party opposed the spread of slavery in new territories. [1]</li> <li>• Many in the North were horrified by the Kansas Nebraska Act [1] which allowed states to decide whether they would be free or slave states. [+1]</li> <li>• The Whig Party fell apart [1] over the issue of slavery. [1]</li> <li>• The first meeting of the Republican Party took place in Wisconsin in 1854. [1]</li> <li>• In the Presidential election of 1856, [1] the Republican candidate John C. Fremont won 11 of the 16 Northern states. [+1]</li> </ul>	<b>4</b>

Question	Answer	Marks
4(b)	<p><b>Why were the Lincoln–Douglas debates important to the election of 1860?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b>            During 1857 Abraham Lincoln and Stephen Douglas were running for election to the Senate seat of Illinois. As part of this they held a series of seven debates which became famous for focussing on the issue of slavery and its extension to the territories. They attracted so much attention because this issue had been dividing the nation throughout the 1850s. Douglas had been involved in the Compromise of 1850 and the Kansas-Nebraska Act which allowed for the extension of slavery into the Northern territories through a process of popular sovereignty. Lincoln’s Republican party had been founded on a platform of “free soil and free labor” meaning that they did not believe in the extension of slavery. Lincoln became famous nationally and many people believed he would become President.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Abraham Lincoln and Stephen Douglas took part in debates to be elected to the Senate.</li> <li>• The debates happened between August and October and were held in the state of Illinois.</li> <li>• Lincoln challenged Douglas to a war of ideas about the future of the country; the debates were held in 7 places all across the state.</li> <li>• People travelled long distances to hear both candidates to discuss issues including slavery.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b>            The Lincoln-Douglas debates showed that there were lots of arguments between the two men.</p>	6

Question	Answer	Marks
4(c)	<p><b>'Reconstruction improved the lives of African Americans.'</b> To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p><b>Example: explanation (one sided)</b> In some ways the lives of African Americans did improve during this period. During the Reconstruction period the Enforcement Act of 1870 was passed. This improved the social position of African Americans as it banned the use of terror, force, or bribery to stop people voting due to their race. This meant that black people were able to vote in greater numbers which improved their place in the community and provided them with some representatives in politics.</p> <p><b>OR</b></p> <p>The lives of African Americans did not see much improvement during the Reconstruction period. Many states had been allowed to pass Black Codes which restricted the rights and freedoms of black people. For example, in Mississippi black men were only allowed to rent land within cities which prevented them from becoming independent farmers. Overall, these laws often meant that African Americans continued to have a very low economic status.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• During Reconstruction the 14th and 15th amendments were passed which granted citizenship rights to African Americans.</li> <li>• Many black people ended up working as Sharecroppers during the Reconstruction period.</li> <li>• The Ku Klux Klan was founded in 1866 and was prominent in moves against Reconstruction.</li> <li>• The Freedman's Bureau was founded in 1865 to help freed slaves during the Reconstruction period.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b> Reconstruction helped people to be free.</p>	10



Question	Answer	Marks
5(a)	<p><b>Describe the impact of the growth of railroads after 1850.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> <li>• The Transcontinental Railroad made transporting goods much cheaper [1] within 10 years of construction, \$50 million was being shipped coast to coast. [+1]</li> <li>• The railroad had a specific impact on some industries such as the cattle and meat industry [1]; trains were used to bring cattle from the South to Northern cities such as Chicago. [+1]</li> <li>• Products from Asia such as Japanese tea could now be shipped more easily to the East coast. [1]</li> <li>• Minerals and other resources were mined across the Midwest [1], for use in the construction of the railroad. [+1].</li> </ul>	<b>4</b>
5(b)	<p><b>Why did Populism grow in the late nineteenth century?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b> After the Civil War federal politics was dominated by the Republicans who were often seen as being focussed on the Northeast of the United States. As a result, many farmers and other westerners felt ignored by the government. For example, individual farmers had to pay more to use the railroads to transport goods than big businesses did. The Populist movement wanted to work in the interests of farmers and working men against the wealthy who were dominating American life. They were successful because they represented a politics that focussed more on ordinary people and aimed to reduce tariffs and charges that many farmers experienced.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In the 1892 Presidential elections the Populist party won over 1 million votes and carried 4 states.</li> <li>• The drop in rainfall levels from the mid-1880s caused droughts across many agricultural areas in the United States.</li> <li>• Many farmers were opposed to the McKinley Tariff Act of 1890.</li> <li>• Farmers' alliances emerged during the 1880s fighting for political policies that would improve the lives of farmers.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b> Populists wanted to make ordinary peoples' lives better.</p>	<b>6</b>

Question	Answer	Marks
5(c)	<p><b>'Industrialization had the greatest impact on working conditions.' To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p><b>Example: explanation (one sided)</b> Industrialization meant that more people were working in poorly designed and unsafe environments. This included children who worked in factories and were often injured or killed because of the machinery. Poor working conditions were the main feature of rapid industrialisation and often hit immigrant populations the hardest. Newly arrived immigrants would work for lower wages and were often poorly treated by employers.</p> <p><b>OR</b></p> <p>On the other hand, rapid industrialisation meant that the population of cities increased dramatically. Many people who lived in cities in the late nineteenth century lived in cramped conditions. This meant that disease was able to spread quickly especially if it was airborne. Dirty water and lack of sanitation also caused diseases such as cholera to spread quickly amongst neighbourhoods. There was a cholera epidemic in New York in 1866 which caused a lot of concern in the city.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In 1867 people in Chicago went on strike to try and enforce an 8 hour working day.</li> <li>• The rapid growth of cities meant that a lot of housing was poor quality and lots of people lived in cramped tenement buildings.</li> <li>• Sanitation was a problem in many poorer neighbourhoods which had no running water or sewerage systems.</li> <li>• People often worked where they lived, and this was a fire or health hazard.</li> <li>• New theories about how disease was spread made people more concerned about living conditions.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b> Working conditions were not good.</p>	10

Question	Answer	Marks
6(a)	<p><b>Describe the impact of immigration on culture in American cities.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Chinese workers on the West coast of the United States brought different ideas and culture with them. [1]</li> <li>• Many Scandinavians arrived cities like Chicago [1] where Swedish immigrants lived in communities with their own churches and social clubs. [+1]</li> <li>• Mexicans became U.S. citizens after the Gadsden Purchase [1]; they kept their traditions of food and religion. [+1]</li> <li>• Many large cities such as New York saw whole neighbourhoods occupied by groups of immigrants. [1] This meant a change in the food [+1] and how people lived such as religion and schools. [+1]</li> </ul>	<b>4</b>
6(b)	<p><b>Explain why the Ku Klux Klan grew in the 1860s and 1870s.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b> The Ku Klux Klan grew in influence because many people in the South felt that Reconstruction had gone too far. They believed that black people had been given too many rights and wanted to take them away. By the late 1860s the South had been defeated in the Civil War and had experienced radical reconstruction. There was a fear that things would never be the same again. This meant that people joined and supported the Klan.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Ku Klux Klan was formed in Pulaski, Tennessee in 1866 by ex-Confederates.</li> <li>• The Klan used public violence against African Americans to intimidate; they burned houses and killed African Americans leaving their bodies on the road.</li> <li>• Many of the Klan members were Civil War veterans; and were used to a centralized and hierarchical structure.</li> <li>• Klan members wore masks and hoods to hide their identities.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b> People liked their ideas so joined the Ku Klux Klan.</p>	<b>6</b>

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

Question	Answer	Marks
7(a)	<p><b>What was meant by the term ‘muckraker’ in the early twentieth century?</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"><li>• The Muckrakers were mainly journalists [1] such as Upton Sinclair [+1] who highlighted some of the corruption that was apparent in politics and the world of business. [+1]</li><li>• In 1906 Upton Sinclair published <i>The Jungle</i> [1] it exposed the poor standards in the meat packing industry. [+1]</li><li>• President Roosevelt coined the phrase Muckraker to describe the work of the journalists which he, at first, disapproved of. [1] However, he did approve of the work of Sinclair. [+1]</li><li>• Lincoln Steffens and Ida Tarbell [1] were very successful in uncovering hard evidence about corruption [+1] in city politics (St Louis) and big business (Standard Oil Company) [+1].</li></ul>	<b>4</b>

Question	Answer	Marks
7(b)	<p><b>Explain why many Progressives admired the work of Robert M. La Follette.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b> In his home state of Wisconsin Robert M La Follette developed his ideas about Progressivism. He believed that good government happened when voters had control of institutions rather than special interest groups. This meant that he wanted ordinary people to have power rather than big businesses. He believed that specialists in fields such as law and economics should be involved in running the government. In Wisconsin he supported direct primary elections which meant that voters had the right to choose their own candidates for office. After 1906 when La Follette became a Senator, he tried to take these ideas with him to national politics, but he was not always successful.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• La Follette was the Governor of Wisconsin and a Senator in the early 1900s.</li> <li>• La Follette believed in Progressive ideas and carried them out in Wisconsin.</li> <li>• Progressives wanted to improve peoples' lives; one way was to increase democracy.</li> <li>• La Follette worked with the university to develop the Wisconsin Idea and called it a "laboratory of democracy".</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b> He worked to improve the lives of people.</p>	6

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

Question	Answer	Marks
8(a)	<p><b>Describe the aims of ‘laissez faire government’ in the 1920s.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> <li>• In the 1920s, Republican presidents tried to interfere with the economy as little as possible. [1]</li> <li>• The federal government kept taxation low [1]; they believed that this would help businesses make and invest more money. [+1]</li> <li>• Presidents Harding and Coolidge [1] believed that the individual was better at making decisions than the federal government. [+1]</li> </ul>	<b>4</b>
8(b)	<p><b>Why did many farmers continue to struggle despite the boom of the 1920s?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b> One reason that farmers did not share in the prosperity of the 1920s was that changing methods led to a rise in unemployment and a decrease in wages for agricultural labourers. The methods and technologies that were being used in the cities spread to agricultural areas bringing machines such as combine harvesters and new growing methods. This meant that not so many people were needed to produce food, as a result unemployment went up and wages dropped. This meant that farmers did not have the money to benefit from the prosperity of the 1920s.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In 1929 the average income of a farm labourer was \$49 a month compared with a skilled manufacturing worker earning \$140.</li> <li>• The price of agricultural goods such as food and cotton fell in the 1920s.</li> <li>• Farmers could often not afford to buy the consumer goods which were popular in the big cities.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b> Farmers were poor because they didn't benefit from the boom.</p>	<b>6</b>



Question	Answer	Marks
8(c)	<p><b>To what extent was the spread of electricity the most significant impact of the boom of the 1920s?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p><b>Example: explanation (one-sided)</b> The spread of electricity in industry was a very important impact of the boom in the 1920s. It meant that consumer goods could be made more quickly and at cheaper costs. This meant that people could buy them for less. Electricity was important throughout the economy.</p> <p><b>OR</b></p> <p>The availability of credit was a very significant impact of the boom. It meant that people could borrow money to buy new consumer goods such as cars and refrigerators. These things changed the way that middle class people lived and had a significant impact on America.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Electricity was important for entertainment such as going to the cinema or sports stadia. By 1929 70% of homes had electricity.</li> <li>• People paid for lots of their goods through hire purchase. New methods of advertising were used in the 1920s.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b> People used electricity everywhere in their lives.</p>	10

Question	Answer	Marks
9(a)	<p><b>What problems were caused by overproduction in the 1920s?</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"><li>• By the end of the 1920s there were too many consumer goods in the market [1]; people did not need to buy a new car or refrigerator all the time [1].</li><li>• America was struggling to sell its excess goods abroad [1]; this was because of the tariffs that countries had put on American goods [+1] in retaliation for America's own tariffs. [+1]</li><li>• Overproduction was particularly a problem for farmers in the 1920s [1]; they had produced too much food for a long time and falling prices meant that many were put out of business. [+1]</li></ul>	<b>4</b>

Question	Answer	Marks
9(b)	<p><b>Why was the Dust Bowl of great concern to Americans in the 1930s?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b> During the period of the Dust Bowl, it was difficult to grow food in the mid-West which meant that the price of food increased as a result. It also meant the end of the agricultural lifestyle for many. By 1937 more than 1 in 5 farmers was being supported by federal relief funds. Many believed that the Dust Bowl prolonged the Depression across the whole country not only in the mid-West because food was expensive for everyone and solving the problems cost the federal government so much money.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Poor agricultural practices and drought led to a Dust Bowl in the Plains of America where it became difficult to grow food.</li> <li>• The erosion of soil caused huge dust storms which swept across the plains.</li> <li>• The dust storms had an impact on people’s health with many children wearing dust masks to schools.</li> <li>• The Dust Bowl caused people to migrate across the country; often to California although they struggled to find work there.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b> The Dust Bowl meant that people suffered.</p>	6

Question	Answer	Marks
9(c)	<p><b>To what extent was the Second New Deal more successful than the First? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p><b>Example: explanation (one sided)</b> The Second New Deal was successful because it created the foundations of the modern welfare system in America. The Social Security Act required employers to contribute to Social Security. Although the First New Deal put America back on its feet the Second New Deal changed the way the economy ran.</p> <p><b>OR</b></p> <p>The First New Deal was more successful because it succeeded in a bigger task which was saving the American economy. The National Recovery Act set prices and wages which helped to stabilise industry across the country. It helped to get the country out of the Great Depression.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Wagner Labor relations act guaranteed workers the right to form a union. The Works Progress Administration (WPA) employed millions of Americans.</li> <li>• The Civilian Conservation Corps (CCC) employed young men on government land.</li> <li>• The Agricultural Adjustment Act (AAA) helped to boost prices by offering farmers subsidies.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b> The First New Deal helped more people.</p>	10

Question	Answer	Marks
10(a)	<p><b>Describe the Atlanta Compromise.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"><li>• Booker T. Washington gave a speech on the Atlanta Compromise in 1895 [1], it was a speech to Southern white leaders. [+1]</li><li>• The speech suggested that African Americans would follow white laws [1] in exchange for reassurance that they would be offered a basic education (+1) and fairness in law. [+1]</li><li>• The Atlanta Compromise was meant to provide African Americans with a basic education and some vocational training [1], whilst reassuring white leaders that they would not fight back against injustice. [+1]</li><li>• The aim was to the give African Americans vocational training to help them advance. [1]</li></ul>	<b>4</b>

Question	Answer	Marks
10(b)	<p><b>Explain why the Harlem Renaissance happened in the 1920s.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b> The Harlem Renaissance was caused by the movement of African Americans to Northern States such as New York after the First World War. As part of the Great Migration, many black people moved to the North and started to live in neighbourhoods such as Harlem in New York. In the North they found that there was less segregation and, because of the booming economy of the 1920s, more opportunity for work. This meant that there was time and energy for people to become involved in the arts.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Harlem renaissance was an African American cultural movement.</li> <li>• The Harlem renaissance was a blossoming of African American culture, particularly in the creative arts and literature.</li> <li>• It was connected to the Civil Rights movement and the magazine The Crisis which was published by the NAACP.</li> <li>• Jazz became very popular during the period; with performers such as Louis Armstrong and Duke Ellington becoming famous.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b> Harlem was a place in New York.</p>	6

Question	Answer	Marks
10(c)	<p><b>To what extent did Malcolm X achieve more than others campaigning for African American Civil Rights?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p><b>Example: explanation (one sided)</b>  Malcolm X was an extremely effective Civil Rights campaigner. He challenged the ideas of Martin Luther King and other peaceful protestors 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><b>OR</b></p> <p>On the other hand, peaceful protest was still very important during the 1960s. The March on Washington in 1963 was led by Martin Luther King and showed what the power of non-violence could do. This was one of the most significant events of the Civil Rights movement and changed public opinion of the African American movement. This meant that in 1964 when the Civil Rights Act was passed many people supported it. So, the peaceful protest of Martin Luther King was a very effective way of campaigning.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Malcolm X changed his last name from Little to X to signify his rejection of his "slave" name</li> <li>• Malcom X was the leader of the Nation of Islam, which combined Islam with Black Nationalism.</li> <li>• In 1965 King's Voting Rights Act was passed, which gave African Americans protection from not being allowed to vote.</li> <li>• Martin Luther King made his "I have a dream speech" in Washington, D.C. in 1963.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b>  Malcolm X believed in doing things differently.</p>	10

Question	Answer	Marks
11(a)	<p><b>Describe the steps President Reagan took to end the Cold War in the 1980s.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> <li>• The ‘Reagan Doctrine’ used local forces across the globe to try and undermine the power of the Soviet Union.[1]</li> <li>• He supported fighters in countries like Afghanistan (1) and Nicaragua [+1] in an attempt to increase problems in countries which were close to the Soviet Union. [+1]</li> <li>• President Reagan met with Mikhail Gorbachev [1] four times after 1984. [+1]</li> <li>• President Reagan used his relationship with Saudi Arabia to control oil prices for the Soviet Union. [1]</li> </ul>	<b>4</b>
11(b)	<p><b>Why did the United States and Soviet Union come close to war over Cuba in 1962?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b> In October 1962 an American U2 spy plane discovered that there were long-range missiles placed on Cuba that could attack anywhere within a radius of 2200 miles. This included a large part of the United States. The United States blockaded Cuba and stopped Soviet ships from reaching the area. This caused a crisis as there were Soviet ships sailing towards Cuba and many people thought it might be the beginning of a nuclear war. It took 13 days for the crisis to be resolved and showed that President Kennedy could stand up to the Soviet Union.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The United States had been humiliated at the Bay of Pigs Incident in 1961.</li> <li>• Throughout the period there had been a closer alignment between Cuba and the USSR.</li> <li>• The United States was worried about the influence of the Soviet Union in their “backyard”.</li> <li>• On October 24 Soviet ships on their way to Cuba reversed their route except one who kept going; many people believed there would be nuclear war as neither side looked to be backing down.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b> The Americans were worried about what was happening in Cuba.</p>	<b>6</b>



Question	Answer	Marks
11(c)	<p><b>To what extent was US involvement in Vietnam a failure? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p><b>Example: explanation (one sided)</b> The United States failed in its primary aim of beating the Vietcong during the Vietnam war. This was largely due to the different successes of the tactics each side used. The US attempted to use high tech tactics, but these often ended up killing civilians and missing their actual target. In comparison the Vietcong used guerrilla tactics which were appropriate to the conflict. This shows that the United States was unsuccessful in beating its main enemy.</p> <p><b>OR</b></p> <p>It could be argued that the involvement of the United States in Vietnam was ultimately a success for Containment. Although the US was largely unsuccessful in beating the Vietcong the ongoing war did stop Communism from spreading to countries such as the Philippines. The US government were afraid of the domino effect in South East Asia, for example in Laos and Cambodia, and this was largely prevented from happening.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The United States lost the propaganda war with many South Vietnamese peasants supporting the Vietcong.</li> <li>• The morale of soldiers fighting in the war was low and drug abuse was very common.</li> <li>• In 1965 President Johnson ordered Operation Rolling Thunder against the Vietnamese.</li> <li>• After the United States left Vietnam surrounding countries fell to Communism.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b> Vietnam was a failure because America lost the war.</p>	10

Question	Answer	Marks
12(a)	<p><b>Describe the aims of Reaganomics.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> <li>• President Reagan introduced lots of new economic policies as soon as he became President. [1]</li> <li>• President Reagan cut taxes so that people paid less income tax [1]; in 1981 the Economic Recovery Tax Act [+1] cut personal taxes by 25% across the board [+1].</li> <li>• Reagan believed that if people had to pay less tax they would work harder and take more risks. [1]</li> <li>• Reagan believed in supply side [1] and trickle-down economics [+1]</li> </ul>	<b>4</b>
12(b)	<p><b>Why did President Kennedy promise a ‘New Frontier’?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p><b>Example: explanation</b> After narrowly defeating Richard Nixon in the presidential election President Kennedy saw himself as a model for the new American world and the challenges it offered to the United States. He spoke about the torch being passed from one generation to another. His ‘New Frontier’ program was meant to represent America looking into the modern world. Kennedy challenged America to put a man on the moon by the end of the decade and during his administration John Glenn became the first American to orbit the earth. This showed the ambition of his New Frontier program.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• During his inauguration speech Kennedy challenged Americans to ‘Ask not what your country can do for you – ask what you can do for your country’.</li> <li>• Kennedy signed laws raising the minimum wage it went from \$1 to \$1.25.</li> <li>• Kennedy wanted to protect large areas of wilderness from development.</li> </ul> <p><b>Example: general answer lacking subject specific knowledge</b> Kennedy wanted his Presidency to mark things better.</p>	<b>6</b>

Question	Answer	Marks
12(c)	<p><b>‘Economic growth between 1945 and 1960 was caused by the development of franchises.’ To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p><b>Example: explanation (one-sided)</b> Franchises were important in this period. A franchise is a company that sells the same product in different locations which allowed businesses to develop across the United States. Fast food business are a good example of the success of franchises. Colonel Sanders started selling Kentucky Fried Chicken franchises in 1952. The first franchise in Salt Lake City agreed to pay Sanders 5 cents for every piece of chicken sold. This changed the economy for businesses and consumers.</p> <p><b>OR</b></p> <p>Conglomerates were also important in the growth of the economy in this period. Conglomerates are groups of companies who are formed together but have little relation in the type of business they are. This meant that they could avoid earlier anti-trust laws. For example, before the 1950s Textron was a small textiles company but by 1963 their business ranged from cement to helicopter contracts. This new way of doing business was the most important cause of economic expansion.</p> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• During the 1950s businesses began operating as franchises, one example is McDonald’s.</li> <li>• Dunkin’ Donuts was founded in 1950 in Massachusetts but soon began to grow because of franchises.</li> <li>• Congress approved \$4.9 billion in urban renewal grants during the Kennedy administration.</li> <li>• The US economy grew by 37 % in the 1950s</li> <li>• Eisenhower set a ‘middle way’ for economics by expanding Social Security that had been set up during the New Deal.</li> <li>• The Highway Act of 1956 allocated more than \$30 billion to the construction of 41 000 miles of interstate highways.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b> Americans got richer after the war.</p>	10