



Cambridge Pre-U

HISTORY

9769/03

Paper 3 United States History Outlines, c.1750–c.2005

For examination from 2022

MARK SCHEME

Maximum Mark: 60

Specimen

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

This document has **28** pages. Blank pages are indicated.

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 guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment Objectives**AO1**

Recall, select and deploy historical knowledge appropriately.

AO2

Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement.

AO3

Analyse, interpret and evaluate source material and/or interpretations of the historical events studied.

Levels-based mark scheme

The level descriptions address Assessment Objectives (AOs) 1 and 2, and should be used in conjunction with the indicative content for each question in the mark scheme.

Levels-based mark scheme for all essay questions

Level	Description	Marks
5	<p>Contains consistent analysis and argument. Outlines valid criteria for assessing the question, and there is consistent focus on the demands of the question. Uses an appropriate range and depth of argument and supporting knowledge.</p> <p>Coherent and effective structure.</p> <p>Arguments and explanations are clear and well developed.</p> <p>Judgements are developed and well supported by accurate and relevant knowledge.</p>	17–20 marks
4	<p>Contains analysis and argument in the most part, although there may be some descriptive material. There is overall focus on the demands of the question with attempts at establishing criteria for assessing the question. The range and depth of argument and supporting knowledge may be uneven.</p> <p>Recognisable and coherent structure.</p> <p>Arguments and explanations are generally clear, but unevenly developed.</p> <p>Judgements are adequately supported by some accurate and relevant knowledge.</p>	13–16 marks
3	<p>Contains some analysis and much descriptive material. Focus on the demands of the question is uneven and the range and depth of argument and supporting knowledge may be limited.</p> <p>Some structure and organisation.</p> <p>Arguments, explanations and judgements may be attempted. These are undeveloped and not adequately supported by accurate or relevant knowledge.</p>	9–12 marks
2	<p>Any analysis is brief and undeveloped, and the response is mainly descriptive. There is a very limited attempt to respond to the demands of the question.</p> <p>Limited structure and organisation, and lacks coherence.</p> <p>Arguments may be attempted. Supporting knowledge has limited depth, accuracy and relevance and this does not go much beyond generalisations.</p> <p>Any judgements are unsubstantiated.</p>	5–8 marks
1	<p>Includes some information that is relevant to the topic. The information does not relate to the demands of the question and so there is no analysis.</p> <p>Very brief, fragmented or obviously unfinished. There is no structure or organisation.</p> <p>Arguments may be attempted and some knowledge included, but these are not accurate or relevant.</p> <p>There are no meaningful judgements.</p>	1–4 marks
0	No creditable response	0 marks

Section 1: c.1750–c.1820

Question	Answer	Marks
1	<p>‘Opposition to British rule in the Thirteen Colonies in the years 1763–1774 was motivated mainly by taxation.’ Do you agree?</p> <p>The question requires a supported judgement about the importance of taxation relative to other reasons in generating opposition to British rule. These might include the limitations placed on colonial trade, restrictions on the westward movement of people, the increase in the size of British military forces, and matters of political principle.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • opposition to taxes on sugar, stamps and tea (Sons of Liberty and Boston Tea Party) • colonial trade was highly regulated especially local industry and shipping • The Proclamation Act denied settlement west of the Appalachians • British troops in Boston were opposed and events there, 1770–1774, led to conflict • the Thirteen Colonies rejected the right of the British government to make laws on their behalf, including those on taxation, a position encapsulated in the slogan ‘No Taxation Without Representation’. 	20

Question	Answer	Marks
2	<p data-bbox="304 237 1310 304">How important was European intervention to the outcome of the War of Independence?</p> <p data-bbox="304 338 1326 539">The question requires a supported judgement about the extent to which European intervention was important in determining the outcome of the war. The ways in which France and Spain, in particular, were involved might be considered but also other enemies of Britain. In addition, some answers might refer to other reasons besides European intervention to explain the outcome of the war.</p> <p data-bbox="304 577 1321 645">Answers might assess the positive impact of European intervention as well as its limitations.</p> <p data-bbox="304 683 544 712">European actions:</p> <ul data-bbox="304 750 1286 1093" style="list-style-type: none"> • On land: forces under Lafayette (but the number was limited) and Steuben’s training of the rebels was important. • At sea: the Armed Neutrality of the North interrupted trade, and the French navy was important in diverting British forces and for its role at Yorktown. • Diplomatically: official support legitimised the rebel cause but did not affect the conduct of the war directly, and France and Spain only allied with the rebels in 1778. • Financially: funds helped subsidise the rebels but local supplies were sufficient. <p data-bbox="304 1131 778 1160">Other reasons might be considered:</p> <ul data-bbox="304 1198 1294 1373" style="list-style-type: none"> • Washington and other rebel leaders proved to be competent. • The strength of rebel support and a sense of patriotism sustained the cause. • British commanders and politicians were incompetent. • Geographical factors, such as distance and terrain inhibited the British. 	20

Question	Answer	Marks
3	<p>‘Fear of tyranny was the most important influence in the making of the Constitution of the United States.’ Discuss.</p> <p>The question requires a supported judgement about the relative importance of different influences that helped shape the Constitution. The influences include the experience of British rule, States Rights, security concerns, enlightened ideas, and concern for property rights.</p> <p>Aspects of the Constitution that illustrate these influences might include:</p> <ul style="list-style-type: none"> • the separation of powers and constraints on the powers of all branches of government • representation of the States in Congress and local autonomy • central government was given powers to raise taxes to defend against British and Spanish forces to the North and the South • the Bill of Rights reflected concerns to protect the individual from arbitrary government • the limitation of the franchise and the legalisation of slavery were intended to protect the rights of property. 	20

Question	Answer	Marks
4	<p>Why were Anglo-US relations so strained in the period 1801–1825?</p> <p>The question requires a supported judgement about the relative importance of different reasons for the strain in relations between Britain and the USA. Strain was the result of the French Revolution, trade issues, the War of 1812, and friction on the border with Canada.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • The USA was more sympathetic to the republican ideals of the French Revolution which the British government rejected. • The USA was prepared to trade with France but British policy was to block trade with France. • The War of 1812 was a major event and indicative of a breakdown in relations. • The northern border of the USA was a factor until 1818 when a settlement was reached. • In the early 1820s, the USA and Britain shared common ground on the rebellions in Central and South America against Spanish colonial rule. 	20

Question	Answer	Marks
5	<p>What best explains changes in the extent of slavery in the period c.1750–c.1820?</p> <p>The question requires a supported judgement about the relative importance of different reasons for the changes in the extent of slavery. The changes include the increase in the number of slaves, the introduction of slavery into Florida, the acquisition of Louisiana, and the impact of the Missouri Compromise.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • The cotton gin increased efficiency. • Increased demand at home and abroad encouraged the expansion of cotton. • The abolition of the slave trade in 1808 enhanced the profit motive of slavery. • Slavery was regarded as an essential element of Southern society and stability there. • Opponents of slavery had minimal influence. • The concept of States' Rights had more moral support than notions of human justice. 	20

Section 2: c.1820–c.1865

Question	Answer	Marks
6	<p>How effective were the activities of abolitionists in the period c.1820–1860?</p> <p>The question requires a supported judgement about the effectiveness of the activities of the opponents of slavery, the abolitionists.</p> <p>Answers might consider the cumulative effect of the activities of abolitionists over the period but most are likely to analyse the effectiveness of specific activities.</p> <p>Effective:</p> <ul style="list-style-type: none"> • Abolitionist propaganda broadened awareness especially ‘The Liberator’ (1831). • The Anti-Slavery Society was founded in 1833. • Abolitionists helped influence the Compromises of 1820 and 1850. • Personal Liberty Laws were used by the abolitionists to defend fugitives in court cases. • Abolitionists were involved in the Underground Railroad. <p>Limited effect:</p> <ul style="list-style-type: none"> • The involvement of abolitionists in the Kansas civil war had limited effect. • John Brown’s Raid, 1859, might be considered to have been damaging to the cause. • Support for abolition was limited in the North and negligible in the South. • Few politicians were prepared to support the abolitionist cause. 	20

Question	Answer	Marks
7	<p>‘The personality of President Jackson was the dominant feature of politics in the United States from 1829 to 1837.’ Do you agree?</p> <p>The question requires a supported judgement about the importance of President Jackson in US politics. In identifying the characteristics of his personality, answers might emphasise his energy, his openness, his loyalty to colleagues, his attitude to Native Americans and his forceful will. Answers might explain how far these features of his personality impacted on the politics of the period. Some answers might identify other features of the period which were important.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • His drive explains the vigour with which contemporary issues were tackled. • The emergence of the second party system owed much to Jackson’s willingness to engage with the public, yet his involvement in party politics was largely confined to his re-election campaign. • Arguably, the spoils system, which he favoured, served to highlight his dominance. • His treatment of the Cherokees was possibly evidence of his racism. • The conviction with which he confronted the Nullification Crisis was an example of his decisiveness and uncompromising will, though, arguably, the issue of States’ Rights was the dominant feature of politics in this period. • The Congress and the Supreme Court were weak. 	20

Question	Answer	Marks
8	<p>‘John Brown’s Raid was the most important cause of the breakdown in relations between North and South in the years 1859–1861.’ Discuss.</p> <p>The question requires a supported judgement about the relative importance of the different reasons for the breakdown of relations between North and South. As well as John Brown’s Raid, some of the following reasons might be assessed: the election of Lincoln, the failure of the attempts to find common ground, the arbitrary secession of some states, and the attack on Fort Sumter.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • The divisiveness of the Raid: it hardened attitudes in the South where fears of a Northern plot were heightened, and the execution of Brown stirred strong anti-South sentiments. • In the South, Lincoln was regarded as an abolitionist and representing the North only. • The Crittenden Proposals and the Washington Conference exposed the gulf between the two sections. • The secession of South Carolina encouraged other states to do the same. • The attack on Fort Sumter made reconciliation even more difficult and, arguably, merely sealed the rift. 	20

Question	Answer	Marks
9	<p>What was Lincoln’s most important quality as president?</p> <p>The question requires a supported judgement about which of the many qualities of Lincoln is the most important. These might include his relationships with military and civilian personnel, his decision-making, his steadfastness at a time of crisis, and the ways in which he inspired others.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> Lincoln was adept at choosing successful military commanders such as Grant and Sherman. He had good judgement in appointing men of ability to head key departments of state. Lincoln set strategy and had a broad perspective. He secured the support of Congress by his personal and political skill. Lincoln set an example of dedication and hard work. His vision and his skill as an orator inspired the people. 	20

Question	Answer	Marks
10	<p>‘The disadvantages of westward expansion in the nineteenth century outweighed the benefits.’ Did they?</p> <p>The question requires a supported judgement about the positive and negative consequences of westward expansion. Answers might treat the disadvantages and benefits of westward expansion discretely or thematically (politically, economically, socially).</p> <p>Answers might consider some of the following.</p> <p>Disadvantages:</p> <ul style="list-style-type: none"> Governments in Washington had limited control or influence in areas in the West. Expansion brought the USA into conflict with Mexico. Development of settlements and economic activity was ad hoc and lacked planning. Wars with Native Americans were costly. Lawlessness and disorder were endemic in the West. <p>Benefits:</p> <ul style="list-style-type: none"> Westward expansion resulted in the expansion of the USA from coast to coast. Resources were unlocked (gold) and there was scope for private enterprise and initiative. Westward expansion allowed opportunities for religious groups, minorities and the disadvantaged. Women enjoyed more rights and liberties in the West than in the East. 	20

Section 3: 1865–1921

Question	Answer	Marks
11	<p>‘The Reconstruction period, 1865 to 1877, witnessed significant progress for African Americans.’ Discuss.</p> <p>The question requires a supported judgement about the degree of improvement in conditions for African Americans in the Reconstruction period. In assessing whether there was progress, consideration of political, economic and social developments might be made.</p> <p>Answers might weigh the evidence for progress against evidence that progress was limited.</p> <p>Progress:</p> <ul style="list-style-type: none"> • All states, except Mississippi, ratified the 13th Amendment abolishing slavery. • The 14th Amendment (equality of rights) protected African Americans against discrimination. • The 15th Amendment ended racial discrimination in voting. • The Freedman’s Bureau helped secure food supplies, jobs and schools for African Americans. <p>Limited progress:</p> <ul style="list-style-type: none"> • African Americans held relatively few positions in state legislatures. • The right of African Americans to vote was still thwarted in many ways. • Federal officials were often corrupt, and resources did not benefit African Americans as much as they might have done. • Traditional attitudes inhibited change. 	20

Question	Answer	Marks
12	<p>‘The main weakness of the Populist movement was a lack of effective leadership.’ Discuss.</p> <p>The question requires a supported judgement about the importance of a lack of leadership, relative to other factors, as an explanation of the weakness of the Populist movement. In terms of leadership, the qualities of individuals as well as policy might be considered and set against other contextual factors.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • Leadership was fractured as the Populists were diverse. However, Bryant contested presidential elections and performed well. • Policies that recommended whites should fight with African Americans, and those that opposed capitalism, alienated businessmen. • Support was largely confined to rural areas. • The movement lacked support in Congress. • Many of its policies were adopted by the main parties and so the movement lost its discrete identity. • Improving economic conditions, including the tariff of 1897, reduced grievances. 	20

Question	Answer	Marks
13	<p data-bbox="304 237 1286 300">In what ways, if any, was the United States a ‘great imperial power’ by 1914?</p> <p data-bbox="304 338 1310 510">The question requires a supported judgement about the status of the USA in the world by 1914, and specifically whether its overseas territory constituted an empire in the late nineteenth century. In making an assessment, different criteria might be considered: direct political control, use of arms, extension of its economic power, international diplomacy.</p> <p data-bbox="304 548 754 577">Areas of discussion might include:</p> <ul data-bbox="304 616 1321 1025" style="list-style-type: none"> <li data-bbox="304 616 1289 678">• The USA imposed political control in places like Hawaii, but was this to stabilise the area? <li data-bbox="304 685 1249 748">• The war with Spain might be regarded as imperialistic or a check of Spanish tyranny. <li data-bbox="304 754 1286 817">• Building the Panama Canal advanced US economic interests, but was this imperialist? <li data-bbox="304 824 1321 887">• Intervention in China extended US economic power, but was this empire-building? <li data-bbox="304 893 1214 956">• The USA intervened in Mexico to stabilise the country but did not colonise it. <li data-bbox="304 963 1249 1025">• Was the expansion of the US Navy to protect its economic interests rather than to project power? 	20

Question	Answer	Marks
14	<p data-bbox="304 237 1294 300">How significant were the achievements of the presidency of Theodore Roosevelt?</p> <p data-bbox="304 338 1326 510">The question requires a supported judgement about the significance of achievements in the Roosevelt years, 1901–1909. Answers should engage with the concept of significance in the period. Both domestic and foreign policy might be assessed though some answers may emphasise his record at home more than abroad (or vice versa) according to their view.</p> <p data-bbox="304 548 1238 611">Answers might weigh the evidence for Roosevelt’s achievements being significant, against the evidence that they were of limited importance.</p> <p data-bbox="304 649 826 680">Significant achievements might include:</p> <ul data-bbox="304 719 1262 958" style="list-style-type: none"> • Roosevelt’s policies recognised the need to protect the natural environment. • He might be credited with initiating progressivism as the principle for government. • He established US influence in Central and South America. • The expansion of the navy (Pearl Harbor, etc.) defined the USA as a global power. <p data-bbox="304 996 967 1028">Achievements of limited importance might include:</p> <ul data-bbox="304 1066 1321 1368" style="list-style-type: none"> • Roosevelt talked of a ‘square deal’ for all Americans but, despite intervention in industrial disputes, he failed to gain recognition for unions. • He confronted big corporations to check unfair competition but the measures he adopted were not long-lasting. • He was adept at promoting his image as a dynamic president but he struggled to gain the support of Congress. • Many of his achievements abroad were superficial, for example his mediation of a treaty between Russia and Japan merely confirmed the reality. 	20

Question	Answer	Marks
15	<p data-bbox="304 237 1305 304">Was his policy of neutrality in the First World War the main reason why Wilson won a second term as President in November 1916?</p> <p data-bbox="304 338 1294 477">The question requires a supported judgement about the relative importance of the policy of neutrality as a reason for Wilson winning a second term as President. Other aspects of the period that might be considered include the economic and political context.</p> <p data-bbox="304 510 1129 544">Reasons why neutrality might be considered important include:</p> <ul data-bbox="304 577 1326 891" style="list-style-type: none"> • Neutrality was consistent with US policy before 1914. • Americans regarded the war to be a European affair and therefore of little concern to them. • Relations with Mexico were of more concern to Americans than events in Europe. • The U-boat campaign generated anti-German sentiment in America but despite this (including the sinking of the Lusitania), the majority of the public remained opposed to war. • Neutrality was thought to benefit the USA economically. <p data-bbox="304 925 746 958">Other aspects of the time include:</p> <ul data-bbox="304 992 1238 1167" style="list-style-type: none"> • Voters credited Wilson with the economic prosperity of the period. • Wilson’s programme of ‘New Freedom’ (reforms in public life) were popular. • The Republican Party offered limited opposition. • Wilson was regarded as a man of integrity. 	20

Section 4: 1914–1953

Question	Answer	Marks
16	<p>‘Prosperous only on the surface.’ How valid is this judgement on the United States in the 1920s?</p> <p>The question requires a supported judgement about the extent of the prosperity of the 1920s. Aspects of the period that might be seen as indicative of prosperity include measurements of the standard of living and economic indices, as well as matters concerning recreational activities.</p> <p>In assessing the extent of the prosperity, answers might weigh the evidence for prosperity against the evidence that prosperity was superficial.</p> <p>Prosperity:</p> <ul style="list-style-type: none"> • The economy grew steadily year on year with key industries expanding rapidly. • Unemployment levels were low. • Real wages improved as inflation was low and wages increased. • Consumer demand was high for electrical and personal goods. • Leisure time, new crazes and flappers were all indications of greater individual freedom. <p>Superficial prosperity:</p> <ul style="list-style-type: none"> • Easier forms of credit disguised the limited prosperity of those borrowing money. • Wage levels for the unskilled were inadequate. • Conditions for most women did not change. • Prosperity was not the experience of the majority of African Americans. • Farmers and those dependent on agriculture did not fare well in the 1920s. • The Wall Street Crash might be regarded as an indication of superficial prosperity. 	20

Question	Answer	Marks
17	<p data-bbox="304 237 1329 300">How successful was the New Deal in addressing the economic problems of the USA?</p> <p data-bbox="304 338 1329 477">The question requires a supported judgement about the degree to which the New Deal was successful. The successes include addressing the problems of the need for job creation, stabilisation of the banking sector, welfare provision, help for agriculture and support for industry.</p> <p data-bbox="304 515 1329 611">In assessing how successful the New Deal was, answers might weigh the evidence for success against the evidence that the New Deal was of limited success.</p> <p data-bbox="304 649 427 680">Success:</p> <ul data-bbox="304 719 1318 1028" style="list-style-type: none"> • The extent of the public works programmes (roads, dams, etc) provided many jobs. • The Social Security measures of the Second New Deal protected the workers. • Measures to support farm prices helped farmers with their own land. • The emergency measures of Roosevelt’s first 100 days, especially those intended to restore confidence in the banking system, helped check the Depression. • Attempts to improve the quality of the land were successful. <p data-bbox="304 1066 528 1097">Limited success:</p> <ul data-bbox="304 1135 1318 1341" style="list-style-type: none"> • Unemployment levels remained high. • Sharecroppers did not gain from policies that helped farmers who owned their own land. • Employers opposed attempts to check a reduction in wages. • In 1937, the economy entered recession. • Certain policies were declared illegal by the Supreme Court. 	20

Question	Answer	Marks
18	<p>‘Air power was the most important contribution of the United States to the Second World War.’ Discuss.</p> <p>The question requires a supported judgement about how the air power of the USA helped the Allied war effort relative to other ways the USA contributed to the Second World War. This might include the contribution of its navy, its army, its economy and its political leadership.</p> <p>Reasons for air power being the most important might include:</p> <ul style="list-style-type: none"> • Bombing raids against German and Japanese forces and cities weakened the Axis Powers. • Air cover for key amphibious operations, such as D-Day, was crucial to their success. • US parachute drops were important to the success of many operations. <p>The counter-argument might include:</p> <ul style="list-style-type: none"> • The US army was numerically important and central to many land campaigns. • The navy maintained supply lines and helped defeat German submarines and the Japanese navy at Midway. • The US economy produced the equipment needed by its allies. • Roosevelt provided strong moral leadership and support for the leaders of the Allied countries. 	20

Question	Answer	Marks
19	<p>‘The Berlin Blockade was the greatest foreign policy challenge faced by President Truman.’ Discuss.</p> <p>The question requires a supported judgement about the relative importance of the Berlin Blockade as a challenge compared with other challenges faced by Truman. Reference might be made to the reconstruction of Europe, the establishment of USSR power in Eastern Europe, the arms race, the communist seizure of power in China and the Korean War.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • The Blockade was a challenge to the credibility of the USA, and the implications of a takeover of Berlin by the USSR were considerable. • Meeting the challenge of the Blockade required a huge logistical and political effort. • The reconstruction of Europe was a major challenge addressed by the Marshall Plan. • Containing USSR power in Eastern Europe was met with intervention in Greece and the Truman Doctrine. • The development of the atomic and hydrogen bombs by the USSR challenged US military superiority. • The defence of Taiwan was regarded as crucial to check communism in China. • The invasion of South Korea threatened US interests in the area which the USA met with the support of a coalition of United Nations (UN) countries. 	20

Question	Answer	Marks
20	<p data-bbox="304 237 1241 300">What best explains the extent of support for McCarthy in the years 1947–1953?</p> <p data-bbox="304 338 1326 510">The question requires a supported judgement about the relative importance of different reasons for support for McCarthy. He received support, explicitly and tacitly, from Congress including that from the House of Un-American Activities Committee (HUAC), the Supreme Court, the President, the Catholic Church, and many sections of the populace.</p> <p data-bbox="304 548 616 577">Reasons might include:</p> <ul data-bbox="304 616 1326 920" style="list-style-type: none"> <li data-bbox="304 616 1129 645">• The growth of socialist groups and activities in the country. <li data-bbox="304 651 1294 714">• Events in Europe and the Far East seemed to indicate an expansion of communism. <li data-bbox="304 721 1326 784">• Anti-communist rhetoric and propaganda persuaded many that McCarthy was right. <li data-bbox="304 790 1302 853">• The conduct of HUAC hearings were publicised and served to convince audiences of the guilt of the accused. <li data-bbox="304 860 1289 889">• McCarthy’s forceful personality and position as a senator was relevant. <li data-bbox="304 896 1150 925">• Christians regarded communism as a threat to their religion. 	20

Section 5: 1953–2008

Question	Answer	Marks
21	<p>‘Persistent misjudgement characterised the foreign policy of President Eisenhower.’ Discuss.</p> <p>The question requires an evaluation of the wisdom or otherwise of the foreign policy of Eisenhower. Misjudgements might be identified but a view as to whether they were persistent is required. The scope of the discussion is considerable and reference might be made to events in the Far East, Europe, the Middle East and Latin America.</p> <p>Misjudgements might include:</p> <ul style="list-style-type: none"> • The garrisons placed on the islands close to China, in defence of Formosa, had to be abandoned in the face of Chinese pressure. However, the USA maintained the security of Formosa, nonetheless. • The decision to help France in Vietnam brought the USA into a conflict where they were unable to control events or contain communism. • Condemnation of Britain’s intervention in Egypt strained relations with the USA’s closest ally, yet this signalled the opposition of the USA to imperialism. • Support of dictators in Latin America undermined the credibility of the USA as leader of the free world. <p>Sound judgements might include:</p> <ul style="list-style-type: none"> • Agreeing a truce in Korea after a two year stalemate, though no formal peace was made. • Escalating the arms race led to a thaw in relations with the USSR in 1959. • The policy of non-intervention in Eastern Europe, including Hungary, 1956, was sensible as intervention was impractical. His constancy in defence of Berlin in a period of increased tension over the future of the city, 1958–1960, might be assessed. 	20

Question	Answer	Marks
22	<p>‘Unsuccessful in his domestic policy.’ Discuss this judgement on President Kennedy.</p> <p>The question requires a supported judgement about the record of Kennedy at home. The areas in which his policies which might be considered unsuccessful include those of job creation, the reduction of poverty, education, healthcare and civil rights.</p> <p>In assessing whether Kennedy was unsuccessful, answers might weigh the evidence that it was considerable, against the evidence that his domestic policy was successful in some respects.</p> <p>Unsuccessful:</p> <ul style="list-style-type: none"> • Unemployment fell (6.5% to 5.3%) but remained stubbornly high. • Investment intended for deprived areas was often misused and ineffective. • Plans for building new schools failed to gain support. • Congress rejected his healthcare scheme. • He promised support for Civil Rights, but his achievements have been seen as limited. <p>Success:</p> <ul style="list-style-type: none"> • He increased the minimum wage and introduced job training schemes. • The Equal Pay Act improved conditions for some women. • More money was found for graduate schools in science and engineering. • Much of the groundwork for Civil Rights legislation was laid by Kennedy. • The vision of his New Frontier persisted as an inspiration to later generations. 	20

Question	Answer	Marks
23	<p>Was the Tet Offensive of 1968 the turning point in the Vietnam War?</p> <p>The question requires a supported judgement about the impact of the Tet Offensive. Ways in which it might be regarded as <i>the</i> turning point include the military, political and strategic consequences.</p> <p>In assessing whether the Tet Offensive was the turning point, answers might weigh the evidence that it was against the evidence that it could be argued otherwise.</p> <p>Turning point:</p> <ul style="list-style-type: none"> • The Tet Offensive showed that the North Vietnamese Army (NVA) was militarily stronger than assumed. • The offensive changed US thinking on the war: the decision was taken to withdraw. • Lyndon Johnson decided not to seek a second term and was replaced by Nixon, who adopted the policy of Vietnamisation. • US military strategy placed greater emphasis on air power (bombing the North), extending the war into Laos and Cambodia. <p>Limitations:</p> <ul style="list-style-type: none"> • The Tet Offensive was defeated in that the USA regained control of places that had been attacked. • The war continued for another seven years. • The death rate and extent of damage were greater after 1968 than they had been before. • Other turning points might be identified including the overthrow of Diệm in 1963 and the NVA offensive of 1972. 	20

Question	Answer	Marks
24	<p>What best explains why Carter lost the presidential election of 1980?</p> <p>The question requires a supported judgement about the relative importance of different reasons for Carter's loss in 1980. The outcome was due to the shortcomings of Carter as a politician, his failure in foreign policy, his disappointing domestic record and the strengths of Reagan.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • Carter's informal style was disliked by many as demeaning the office of the President. • Carter's decision to boycott the Moscow Olympics was unpopular. • The Tehran hostage crisis was the dominant issue of 1979 and cost Carter many votes. • High inflation, record interest rates and rising unemployment beset the economy. • Reagan had charm, experience and skills as a communicator, which appealed to voters. 	20

Question	Answer	Marks
25	<p>Assess the view that the presidency of Clinton was one of limited achievement.</p> <p>The question requires a supported judgement about the achievements of Clinton’s presidency. Issues that might be seen to have limited his achievement include the impeachment proceedings against him, aspects of his economic policy, his failure to secure health reform and a mixed record in his foreign policy.</p> <p>In assessing Clinton’s achievement, answers might weigh the evidence that it was limited against the evidence that it could be argued otherwise.</p> <p>Limitations of achievements:</p> <ul style="list-style-type: none"> • The Starr Report exposed Clinton to widespread criticism and sparked impeachment proceedings which tainted his presidency as a whole. • Raising taxes on the rich and corporations arguably discouraged enterprise. • Plans to reform healthcare were blocked by insurance and drugs companies. • Interventions in the Balkans were too late to stop the horrors of Sarajevo or Srebrenica. • He drew Rabin and Arafat together but, in reality, little changed in Palestine. <p>Achievements:</p> <ul style="list-style-type: none"> • Clinton won two presidential elections and enjoyed electoral success in the mid-terms. • More jobs were created and the dotcom revolution took off in this period. • States were given more responsibility for various welfare programmes. • The USA joined the North American Free Trade Agreement (NAFTA). • Clinton’s personality helped reinforce alliances at home and abroad. 	20

Section 6: Themes

Question	Answer	Marks
26	<p>Why were relations between Native Americans and the US government so poor?</p> <p>The question requires a supported judgement about the reasons relations between Native Americans and the US government were so poor. Answers might offer some measure of the poverty of relations (wars, distrust) and some assessment of the relative value of the different reasons for this development. These might include issues concerning the land, culture, government and resources.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • Government legislation (for example, the Homestead Act) allowed settlers to acquire land which Native Americans had lived on for generations and believed belonged to them. • Concessions made to railway companies had detrimental effects on the nomadic and hunting lifestyle of Native Americans. • The deployment of troops in the West acted in defence of the settlers only. • Government supported charities whose aim was to change the traditions and culture of Native Americans. • The establishment of reservations was akin to the imprisonment of local people. • The propensity of the government was to break agreements made. • Native American actions against settlers offended the government but they might be regarded as merely a reaction to unacceptable policies or an act of survival. 	20

Question	Answer	Marks
27	<p>What best explains hostility in the USA to immigration in the period c.1840–c.1920?</p> <p>The question requires a supported judgement about the relative importance of different reasons for hostility to immigration. The hostility was evident in the activities of specific organisations such as The Know Nothing Party, the Asiatic Exclusion League and the Ku Klux Klan.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> • The scale of immigration raised concerns about whether immigrants could be accommodated in housing and schools. • The perception that immigrants depressed wages and blighted the job prospects of locals. • Immigrants tended to concentrate in specific areas, detached from the broader population. • Religious differences often caused mistrust. • Some immigrants were radical in their political views and were disliked as a result. 	20

Question	Answer	Marks
28	<p>‘In the years 1848–1917 there was little significant change to the status of women in US society.’ How valid is this judgement?</p> <p>The question requires an assessment about the degree of change to the status of women in US society. Elements of change that might be considered include their place at work, their role in the family, women’s rights in law, social life and access to education.</p> <p>In assessing how significant change was, answers might weigh the evidence that it was considerable against the evidence that it was limited.</p> <p>Significant change:</p> <ul style="list-style-type: none"> • From 1865, job opportunities for women in factories and offices increased. • Women achieved the right to vote in some states, providing momentum for the women’s suffrage movement. • Women were increasingly active in advocating prohibition. • The property rights of women were improved. • Access to education was extended though it was not universal. <p>Limited change:</p> <ul style="list-style-type: none"> • The family structure remained paternalistic. • Wages at work were lower than those for men, reflecting their perceived status as inferior to men. • Adultery and abortion were criminalised, and divorce was more difficult for women. • Attitudes to women were more traditional in rural areas. 	20

Question	Answer	Marks
29	<p data-bbox="304 237 1230 304">How far were developments in the arts in the USA in the twentieth century motivated by the desire to change society?</p> <p data-bbox="304 338 1289 472">The question requires a supported judgement about the extent to which the purpose of art was to change society. Developments in some of the arts – painting, sculpture, literature, music, architecture, film and photography – might be examined.</p> <p data-bbox="304 510 1246 611">In assessing how the arts were motivated by a desire to change society, answers might weigh the evidence that this was the case against the evidence that it was not.</p> <ul data-bbox="304 651 1270 891" style="list-style-type: none"> • Evidence for the desire to change society might include, for example, novels and film focused on social and political issues with the aim of changing attitudes. • The design of buildings was intended to improve living and working conditions. • Sculpture was used to enhance public spaces. • Popular music challenged established norms. <p data-bbox="304 927 1249 994">Evidence that developments in the arts was not motivated by a desire to change society includes:</p> <ul data-bbox="304 1032 1326 1236" style="list-style-type: none"> • The arts were more experimental in California and the Eastern Seaboard. • The arts were more conservative in rural areas and the South. • Some developments in film, musicals and novels reinforced traditional attitudes. • Many developments in the arts were motivated only by commercial interests. 	20

Question	Answer	Marks
30	<p data-bbox="304 235 1238 300">What best explains the rise of an imperial presidency in the period 1933–1974?</p> <p data-bbox="304 338 1294 510">The question requires a supported judgement about the relative importance of different reasons for the rise of an imperial presidency, and the notion that presidents had exceeded their constitutional powers. During the period from Roosevelt to Nixon, the presidency assumed increasing authority and influence relative to other political institutions.</p> <p data-bbox="304 546 616 577">Reasons might include:</p> <ul data-bbox="304 613 1326 1057" style="list-style-type: none"> <li data-bbox="304 613 1222 678">• The Second World War and wars in Korea and Vietnam led to the extension of executive powers. <li data-bbox="304 685 1326 786">• The increasing influence of presidents in resolving domestic affairs (the Great Depression, Civil Rights issues) raised the profile of the president's power. <li data-bbox="304 792 1294 893">• The personality of some presidents, such as Franklin Roosevelt and Kennedy helped create the impression of presidential power exceeding its limits. <li data-bbox="304 900 1254 931">• Increased media attention elevated the office to almost regal status. <li data-bbox="304 938 1326 1003">• The economic and military strength of the USA gave the presidency more authority. <li data-bbox="304 1010 1286 1057">• The importance of foreign affairs meant the role of the presidency was enhanced. 	20

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