



Cambridge IGCSE™

AMERICAN HISTORY (US)

0409/01

Paper 1 Making of a Nation

May/June 2023

MARK SCHEME

Maximum Mark: 60

Published

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

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

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

Table 1

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

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

Table 2

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

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

Question	Answer	Marks
1(a)	<p>What were the Articles of Confederation?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The Articles of Confederation were designed to form a system of government for the new United States [1] both during and after the War of Independence. [1] They were signed by the original 13 states [1] and served as the first Constitution. [1] They were organized to make sure that states kept their power [1] and so reduce the influence of any federal government. [1] All states had one vote [1], so it was difficult to make decisions. [+1] There were issues with raising taxes. [1] It was replaced because it didn't work. [1]</p>	4
1(b)	<p>Explain why a Constitution was developed between 1787 and 1788.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation The decision to develop the Constitution during the late 1780s came about because of the weaknesses of the previous system. After the revolution the Continental Congress had been keen to draft a series of rules which kept alive the spirit of the revolution. The Articles of Confederation were weak though because they did not allow the central government to raise taxes; this meant that the government was soon bankrupt. Developing the Constitution with a stronger central government was seen as a necessary step to allow the country to run properly.</p> <p>Example: identification/description Alexander Hamilton persuaded Congress to call a Convention to deal with the issues caused by the Articles of Confederation which many saw as a weak form of government. The Constitutional Convention met in Philadelphia in May 1787. The delegates to the Convention argued over representation and the place of slaves within the Union. On September 17th 1787, 38 delegates signed the Constitution. The Constitution then had to be ratified by 9 out of 13 states, this finally happened in June 1788 when New Hampshire ratified the Constitution.</p> <p>Example: general answer lacking subject specific knowledge: The Founding Fathers wrote a Constitution to run the country properly.</p>	6

Question	Answer	Marks
1(c)	<p>‘American colonists rebelled against the British for economic reasons.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2 Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The importance of economic problems including trade was the main reason that colonists rebelled against the British. The colonists resisted new acts and taxes until in 1773 they dumped a load of British tea into Boston Harbor. This became known as the Boston Tea Party. This shows that American colonists were much more concerned with economic issues than other problems.</p> <p>OR The rules imposed on the colonists by the British government were some of the main reasons for the increase in revolutionary feeling. For example, in 1765 the British Mutiny/ Quartering Act required the colonists to provide shelter and supplies to British troops. The governments of Massachusetts and New York refused to provide the supplies which led to a disagreement with the British government. In response they suspended the New York legislature which angered the colonists even further. This shows that there were other issues which highlighted the problem with British rule.</p> <p>Example: identification/description Colonists protested against laws and taxes that the British passed, such as the Stamp Act in 1765. Merchants in New England agreed to boycott British exports and many people began to wear American made clothes. The colonists formed organizations of patriots to persuade officials not to follow the Stamp Act; this led to the British parliament repealing the act. Colonists challenged the Townshend Act of 1767 by refusing to buy British goods; there was also an increase in smuggling and American manufacture. The idea of No Taxation without Representation. Ohio River exploration.</p> <p>Example: general answer lacking specific subject knowledge The American Revolution happened because there were too many taxes.</p>	10

Question	Answer	Marks
2(a)	<p>Describe how the United States took control of Florida in 1819.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The border between Florida and Georgia saw frequent skirmishes between Seminole Indians and slave owners. [1] The United States was eager to expand into Florida to stop runaway slaves from heading into the territory. [1] Spain was struggling to control its empire across the Americas. [1] Andrew Jackson had entered the Florida territory [1] with troops during the First Seminole War. [1] The Spanish government agreed to give the territory to the United States [1] providing it took on the \$5 million of claims by residents against the Spanish government. [1] The Adams-Onís Treaty was signed in 1819. [1]</p>	4
2(b)	<p>Why did it take a decade for Texas to be admitted to the Union?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation Texas became an independent republic in 1836. Shortly afterwards, Texans and Americans began to negotiate over Texas joining the union. Abolitionists in the United States were wary of allowing another slave state to join the union. Many American settlers in Texas had been from the Southern states and had taken their slaves with them. This meant that discussions in Congress stopped Texas being approved as a state for nearly a decade.</p> <p>Example: identification/description Texas was part of Mexico until the mid-1830s when it became an independent Republic. The Mexican dictator Santa Anna had accepted Texan independence when captured by Sam Houston at the Battle of San Jacinto in 1836. The annexation of Texas was one of the main campaign points during the election of Polk in 1844. Texas joined the union as the 28th state in December 1845, as one big state it would only add two slave votes to the Senate.</p> <p>Example: general answer lacking subject specific knowledge People were always fighting over Texas so it took a long time to become a state.</p>	6

Question	Answer	Marks
2(c)	<p>‘The United States’ relationship with France was key to defining its borders before 1853.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The relationship between France and the United States has always been important, for example during the Revolutionary Wars. Between 1778 and 1783 the French provided supplies, arms, troops and ammunition to the Continental army and French assistance was crucial in securing British surrender at the battle of Yorktown. This shows that without French assistance the United States may not have existed in the first place, so it is vital to the growth of the country.</p> <p>OR However, there were other countries that were important to the expansion of the country. The relationship that the United States had with Great Britain continued to be important even after the American War of Independence. The treaty that was signed with Britain over the Oregon Territory and the border of Canada was one of the most important events that helped the country to grow as it secured the Oregon territory. The treaty which was signed in 1846 set the boundary at the 49th parallel and meant that the United States could begin to concentrate on expanding in the Southwest of the continent.</p> <p>Example: identification/description In 1803 the Louisiana Purchase was agreed between France and the United States. This agreement doubled the size of the United States overnight and gave the important port of New Orleans to US. In 1821 Mexico gained independence from Spain and later the United States took control of some of its territory. In 1846 the United States signed the Oregon treaty with Great Britain which agreed the border at the 49th parallel. In 1846 the United States annexed Texas which had previously been land controlled by the Spanish empire.</p> <p>Example: general answer lacking specific subject knowledge I agree because the French always helped the United States against her enemies.</p>	10

Question	Answer	Marks
3(a)	<p>What happened at Sand Creek in 1864?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The attack took place in the Colorado territory [1] near a US fort [+1] The Colorado militia was led by Colonel John Chivington [1]; he and his men were not charged for the events at Sand Creek. [1] The militia led an attack on the Cheyenne and Arapaho Indian villages.[1] More than 100 Indians were killed [1], despite the American flag flying over their village. [1] The massacre took place after a series of skirmishes following the Treaty of Fort Wise in 1861. [1]</p>	4
3(b)	<p>Explain why Tecumseh led a rebellion against the United States.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation The tribes led by the leader Tecumseh believed that the United States should be forced to deal with all Native American tribes as one group – a confederacy. Tecumseh believed that Indian land belonged to all tribes and that the only way of giving land to US was if all tribes agreed, he wanted to force the US to deal with all the tribes together. The confederacy was seen as a particular threat because they aligned themselves with the British as part of the War of 1812. They did this to try and secure some power for Native American tribes.</p> <p>Example: identification/description Tecumseh was a leader of the Shawnee tribe who followed the teachings of Tenskwatawa or the Prophet. The Confederation of tribes was seen as a threat to America and in 1811 William Henry Harrison led an army to Prophetstown to attack Tecumseh. As part of the war, they helped secure the capture of Fort Detroit by the British. Prophetstown was destroyed as many tribes went back to their own villages; Tecumseh was killed in 1813.</p> <p>Example: general answer lacking subject specific knowledge Tecumseh wanted more power against the United States.</p>	6

Question	Answer	Marks
3(c)	<p>To what extent were Reservations the cause of the destruction of the Native American way of life before 1890?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The Reservation System was the biggest factor in destroying Native American culture in the last half of the nineteenth century. This was because many tribes found themselves removed from their lands and could not deal with the territory they were placed in. For example, many nomadic tribes were forced to settle in a particular area but had no knowledge of farming or irrigation methods they would need to survive.</p> <p>OR In reality the culture of Native American tribes had been threatened for decades before the reservations were established. Westward Expansion, which gained pace after 1840, meant that more white settlers moved West into Native territory and threatened their way of life. One of the major impacts of this was the destruction of the buffalo population which many Native Americans relied on. This shows that ongoing factors were more important in destroying Native American culture than one event.</p> <p>Example: identification/description The Dawes Act was passed in 1887. Chief Big Foot was killed in the attack at Wounded Knee. Schools which taught English and ‘Americanized’ Natives were set up in the 1880s. Impact of Westward Expansion and the Railroad on Native Americans. Different indigenous tribes were mixed together.</p> <p>Example: general answer lacking specific subject knowledge I agree because reservations were not fair to native peoples.</p>	10

Question	Answer	Marks
4(a)	<p>Describe the Lincoln-Douglas debates held in 1858.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>Abraham Lincoln and Stephen Douglas took part in debates to be elected to the Senate. [1] The debates happened between August and October [1]; in the state of Illinois.[1] Lincoln challenged Douglas to a war of ideas [1]; they were held in 7 places across the state. [1] People travelled long distances to hear both candidates to discuss issues including slavery. [1] Douglas won the election. [1]</p>	4
4(b)	<p>Why did the election of Lincoln in 1860 lead to secession?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation The election of Lincoln in 1860 led seven states to secede from the Union by February 1861. He was a minority President who won only 40% of the popular vote and his victory was confined to the North. Many in the South saw his victory as unjust. South Carolina seceded within weeks of his election. This shows that the Southern states would not allow a situation to continue which they saw as being completely dominated by the North.</p> <p>Example: identification/description Lincoln gained 54% of the vote in Northern states compared to Douglas' 36%. The combined votes of Breckenridge and Douglas were 47% compared with Lincoln's 40%. The Confederacy was formed in February 1861 and the secession of a further four states followed.</p> <p>Example: general answer lacking subject specific knowledge People in the South hated Lincoln and wanted to leave the United States.</p>	6

Question	Answer	Marks
4(c)	<p>To what extent did Reconstruction reunite the country?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) Reconstruction reunited the country completely after the Civil War. For example, Southern states were quickly readmitted to the Union after 1865 and although there were disagreements over how the South was organized these problems were resolved. There were very few reprisals such as arrests or trials of important members of the Confederacy which showed that the wounds of the Civil War were being healed. The Compromise of 1877 saw the Southern states accept Rutherford B Hayes as a Republican President which shows the success of Reconstruction in bringing the country back together after the Civil War.</p> <p>OR Reconstruction was not successful in reuniting the country. By 1877 all ex-Confederate states were controlled by white Democratic politicians, this shows that Reconstruction was a failure. White control in the South meant that the lives of black people changed very little after the Civil War and there were still a lot of disagreement over the use of Black Codes and later Jim Crow laws. Really the North and South remained two very different places despite the process of Reconstruction.</p> <p>Example: identification/description As a result of the Compromise of 1877 the United States was clearly one country, led by one President. The North generally treated the South in quite a lenient way after the end of the Civil War. By 1877 all ex Confederate States were ruled by white Democrats who were against black rights. There were lots of disagreements throughout reconstruction, such as the actions of President Johnson and Radical Reconstruction led by Congress. Three Reconstruction amendments.</p> <p>Example: general answer lacking specific subject knowledge Reconstruction was a success because people were no longer slaves.</p>	10

Question	Answer	Marks
5(a)	<p>Describe what reforms the Farmers' Alliances wanted in the late nineteenth century.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The Farmer's Alliance tried to protect farmers by establishing fairer tax and monetary systems. [1] In 1890 the Farmers Alliance called for the abolition of national banks [1], and lower tariffs on goods. [1] The Ocala Demands were formed in 1890. [1] Farmers were often in debt and wanted more money in circulation [1]; this included the availability of free silver. [1]</p>	4
5(b)	<p>Explain why there was support for the construction of a transcontinental railroad in the second half of the nineteenth century.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation Many people were keen to build a Transcontinental Railroad because it would make transporting goods much cheaper. It was hoped that the railroad would have an impact on industries such as cattle and meat. Cattle ranchers wanted to bring meat from the South to Northern cities such as Chicago where there was a much bigger market. This shows that there was a big economic factor in the building of the transcontinental railroad.</p> <p>Example: identification/description Products from Asia such as Japanese tea could now be shipped more easily to the East coast. Minerals and other resources were mined across the Midwest for use in the construction of the railroad. The idea of a Transcontinental Railroad made people think about the United States as one country.</p> <p>Example: general answer lacking subject specific knowledge People wanted to build the railroad to make money.</p>	6

Question	Answer	Marks
5(c)	<p>To what extent was the availability of natural resources the cause of the Industrial Revolution in the North after 1850?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The way that natural resources were used changed after 1850 and this was a major factor in industrialization. New methods of transportation and mining meant that it was much more efficient to use resources such as timber, coal and iron ore in the economy. This enabled businesses to make more money and develop new ways of working. Without these natural resources the industrialization of the North in the second half of the nineteenth century would not have been so large.</p> <p>OR However, new inventions were also very important in helping the North to industrialize after 1850. One example of this was the invention of a light bulb that would last for hundreds of hours by Thomas Edison in the 1870s. This meant that electricity became commercially available and was able to change the way many people lived their lives. It enabled people to work for longer as they had artificial light which meant that factories could open in shifts. There were also inventions such as the telephone which led to increased communication and helped industry. This shows that inventions were vital to industrialization.</p> <p>Example: identification/description The telephone was invented by Alexander Graham Bell in the 1870s. The railroad helped people make money by transporting goods from the East to new states in the West. There was a business and banking boom in the North with more money for investment. New systems for organizing factories were developed after the Civil War.</p> <p>Example: general answer lacking specific subject knowledge People were able to use resources to build business and make money.</p>	10

Question	Answer	Marks
6(a)	<p>Describe the purpose of the Homestead Act.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The Homestead Act gave settlers 160 acres of public land. [1] In exchange, they were required to live on the land for five years before they owned it. [1] After six months of residency, homesteaders also had the option of purchasing the land from the government for \$1.25 per acre. [1] The Homestead Act was designed to distribute land to white settlers [1] rather than have slavery in new territories. [1] The Homestead Act led to the distribution of 80 million acres of 'public' land by 1900. [1] Nebraska created an Immigration Bureau to sell the idea of living in their state to immigrants. [1]</p>	4
6(b)	<p>Why was there violence between some immigrant communities in American cities?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation By the second half of the nineteenth century there was an increasing flow of immigrants arriving in the United States. After 1860 this was often called New Immigration and included people from Southern and Eastern Europe as well as the rest of the world. People from these places had not moved to the United States in such large numbers before. This meant there were often tensions between immigrant groups because they lived different lives. For example, many new immigrants were Catholics whereas immigrants from Northern Europe were Protestants.</p> <p>Example: identification/description Immigrants came from different countries and had different customs and beliefs; this caused tensions. Immigrants who had been in the United States for longer such as WASPs often saw themselves as better than newer immigrants from different parts of the world. Living conditions in cities were poor and resources were fought over by different groups.</p> <p>Example: general answer lacking subject specific knowledge People were violent because the cities were bad places to live in.</p>	6

Question	Answer	Marks
6(c)	<p>‘Opposition to immigration was based on ideas about religion and culture.’ To what extent do you agree with this statement?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) Many groups who opposed were concerned about religion and culture. 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.</p> <p>OR Immigrants also 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 laborers in cities. There were similar reactions against new immigrants in the late nineteenth century such as Italians and other Southern Europeans. This shows that people were mostly concerned with how immigration had an impact on their economic situation.</p> <p>Example: identification/description The Panic of 1873 had meant hard economic times for many of the Northern industrial cities. A lot of racist propaganda was produced against Chinese workers before the Chinese Exclusion Act was passed in 1882. Immigration led to overcrowding in cities such as New York where sanitation was poor and disease was often rife.</p> <p>Example: general answer lacking specific subject knowledge Some Americans didn’t like new immigrants arriving in the country because they were different.</p>	10

Question	Answer	Marks
7(a)	<p>Describe what happened at the Triangle Shirtwaist factory in 1911.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The Triangle Shirtwaist Factory fire killed 146 workers [1]; it was the deadliest industrial disaster in the history of New York. [1] Many of the workers were recently arrived Italian and Jewish immigrants [1]; who had been locked in the building by the owners. [1] Workers could not escape because of faulty fire escape, and many died. [1] The fire led to laws being passed to improve factory standards [1]; this was thanks to the work of muckraking journalists. [1]</p>	4
7(b)	<p>Explain why many Progressives wanted to follow the ‘Wisconsin Idea.’</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation The ‘Wisconsin Idea’ was the brainchild of Robert M La Follette who was the Governor of Wisconsin. He believed in Progressive values and worked with the state university to think about how to make the state more democratic and improve peoples’ education. Many Progressives across the United States saw the ‘Wisconsin Idea’ as a good basis for government in the whole country although it proved more difficult to carry out some of the ideas on a federal level.</p> <p>Example: identification/description Robert M La Follette was the Governor of Wisconsin in the early 1900s. La Follette believed in Progressive ideas and carried them out in Wisconsin. La Follette believed that good government should be controlled by voters rather than business leaders. Against the ideas of party bosses. La Follette worked with the university to develop the Wisconsin Idea and called it a “laboratory of democracy”.</p> <p>Example: general answer lacking subject specific knowledge Progressives thought the Wisconsin idea was good for people in the US.</p>	6

Question	Answer	Marks
7(c)	<p>‘Labor unions were successful in improving working conditions in this period.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) Labor unions were successful in improving working conditions during this period. One of the biggest unions to be set up in the late nineteenth century was the Knights of Labor who were led by Terrence Powderly. They organized high profile strikes such as one against the railroad companies in the South-West of the United States and by 1886 had a membership of 750 000 people. This shows that labor unions were improving conditions in this period.</p> <p>OR Labor unions in this period had little real success in improving conditions. Although they started to organize and gather members it did not really have an impact on peoples’ lives. Many children were still working in factories and immigrant workers worked long hours for little pay. It was not until the beginning of the twentieth century that things began to change. This shows they had little impact.</p> <p>Example: identification/description In Chicago a city-wide strike was held in 1867 which nearly shut down the entire city. The Knights of Labor fought for better working hours especially an 8-hour day for workers. In the second half of the nineteenth century many children were working long hours in factories. Many immigrant workers were being forced to work long shifts during this period; there was a campaign to enforce an 8-hour shift. Many factories were dangerous places to work and there were no laws to stop this. Yellow dog contracts used against unions. Influence of Muckrakers.</p> <p>Example: general answer lacking specific subject knowledge Lots of people joined labor unions to improve their conditions.</p>	10

Question	Answer	Marks
8(a)	<p>What were the new methods of advertising in the 1920s?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>Lots of people owned a radio and they were used for advertising. [1] New style tabloid magazines such as the New York Daily News [1] launched covering crime, sport, and scandal. They also included lots of adverts. [1] Coca-Cola changed its advertising in the 1920s [1] to show the drink as a ‘fun’ consumer product. [1] In 1925 Bruce Barton’s book <i>The Man Nobody Knows</i> [1] compared advertising and religion saying that Jesus Christ would have been an advertising man in modern day America. [1]</p>	4
8(b)	<p>Why did the availability of credit change the economy of the 1920s?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation During the 1920s credit became more available to a wider range of people. The introduction of hire-purchase meant that people could afford to pay for new consumer goods over time. This meant that ordinary people could afford to buy cars, fridges and radios which drove these industries. Without credit being available these industries would not have seen such large amounts of growth.</p> <p>Example: identification/description Many small businesses borrowed money from large investments banks such as the one led by J.P. Morgan. By the mid-1920s, people frequently bought shares “on the margin”, by paying about 10 per cent of their value directly from their savings and borrowing the rest from one of the thousands of small, unregulated banks which existed. Farmer bought new machinery on margin.</p> <p>Example: general answer lacking subject specific knowledge People used credit to buy things they wanted.</p>	6

Question	Answer	Marks
8(c)	<p>'Women's lives did not change significantly during the 1920s.' To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The lives of most women did not change very much as most still became housewives and mothers. This meant that even though some had worked outside of the home during the First World War by the 1920s they had returned to traditional roles. In addition, many women in rural areas continued to have difficult lives as they had before. Although there was new technology to buy and use their day to day lives did not change very much.</p> <p>OR However, there is evidence that the growing prosperity in the 1920s had a large impact on the lives of many American women. For many women the decade gave them the opportunity to work outside the home, something which had been experienced during the First World War but was otherwise not seen as acceptable. The 1920s saw a 25% increase in women working, with 10.6 million in employment by 1929. This change was a result of the new prosperity as many women worked in shops or factories making or selling consumer goods. This shows that many women's' lives did change significantly.</p> <p>Example: identification/description Young women became known as flappers and dressed in a modern way with a short new hairstyle; they were often called 'New Women'. Women were able to take advantage of many new technologies to help them with the housework. Many women worked outside the home for the first time in this period. All women had got the vote in 1920.</p> <p>Example: general answer lacking specific subject knowledge Women were able to do lots of new things in the 1920s.</p>	10

Question	Answer	Marks
9(a)	<p>What happened to unemployment after the Wall Street Crash?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>Unemployment rose to 25% of the national workforce after the Wall Street Crash. (1) Some industries were hit harder than others (1) such as the motor industry because people couldn't afford to buy cars (+1) Some regions were worse affected (1), there was no work at all in the coal mines of Illinois (+1) Unemployment was highest amongst immigrants (1) and African Americans (1). Rural unemployment. [1]</p>	4
9(b)	<p>Explain why speculation became an issue in the US economy in the late 1920s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation During the 1920s there were very few rules and regulations regarding trading on the stock market. This led to many people buying shares on the margin or using borrowed money. This meant that people needed the stock market to go up to pay back the debts they had taken out when buying shares. This speculation was a problem because when stocks began to fall slightly it prompted a massive sell off and led to further problems with the stock market.</p> <p>Example: identification/description Many ordinary people began to buy shares as a result of the government selling War Bonds during the First World War. People often bought shares on the margin expecting to make quick money. People who lost money through stocks went onto have further economic problems. The image of those who took part in speculation. People were able to borrow money cheaply.</p> <p>Example: general answer lacking subject specific knowledge People spent all their money on shares and the economy crashed.</p>	6

Question	Answer	Marks
9(c)	<p>To what extent was getting people back to work the most important part of the New Deal?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The most important action President Roosevelt took as part of the New Deal was to get people back to work by starting works programs. Unemployment stood at 25% in 1933 whereas it had been only 4% before 1929. The National Industrial Recovery Act created the Public Works Administration (PWA), which was in charge of works programs and spent money getting people back to work. This was important as it got lots of ordinary people back to work.</p> <p>OR On the other hand, Roosevelt also recognized he had to improve public confidence in the banking system. After the Wall Street Crash, bank runs had done major damage to the whole economy and between 1929 and 1933 40% of banks were bankrupt. Roosevelt tackled this by briefly closing banks and then passing the Emergency Banking Act, which outlined plans to reopen some banks under Treasury supervision and with federal loans. This was an important act as it started to give people confidence in the banking and finance system.</p> <p>Example: identification/description Works Progress Administration (WPA) was set up to focus on small projects to get unskilled people back to work. Roosevelt set up the Alphabet Agencies such as the Tennessee Valley Authority. The Civilian Conservation Corps helped build schools, set up school lunch programs, and tackled other areas of rural poverty.</p> <p>Example: general answer lacking specific subject knowledge The New Deal gave people jobs like digging ditches and planting trees.</p>	10

Question	Answer	Marks
10(a)	<p>What was the Black Power movement?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>Black Power encouraged racial pride amongst African Americans [1]; and the creation of black political and cultural institutions.' [1] The Black Panthers who followed the ideology of Malcolm X were associated with Black Power. [1] Stokely Carmichael used the term Black Power [1] and wanted to get black people to unite separately from white people. [+1] Black Power advocates suggested that using violence as a method of self-defence was acceptable. [1]</p>	4
10(b)	<p>Why was the Plessy vs. Ferguson judgement (1896) important to debates about Civil Rights in the early 20th century?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation Homer Plessy was of mixed heritage and lived in Louisiana. He decided to test the state segregation laws by sitting in a railroad car that was for whites only. After he was arrested, he took a case to court, and eventually the Supreme Court, saying that this violated his constitutional rights. The Supreme Court ruled that it did not if the accommodation was of an equal standard. This was important to African Americans for many years to come because the idea of 'separate but equal' was used to justify segregation.</p> <p>Example: identification/description After the ruling in 1896 many public spaces were segregated using the idea of separate but equal. Buses had seating areas for whites and blacks and children were forced to attend separate schools. These ideas were similar to those expressed by Booker T Washington in 1895. In the 1950s people began to challenge the idea of segregation by showing that many facilities that were meant for African Americans were not of an equal standard.</p> <p>Example: general answer lacking subject specific knowledge It was important because it meant that life was unfair for African Americans.</p>	6

Question	Answer	Marks
10(c)	<p>To what extent was Martin Luther King effective in his campaign for Civil Rights in the 1950s and 1960s?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) Martin Luther King was very effective at campaigning for Civil Rights during this period. This was because he was highly skilled at leading protests which gained public attention. For example, King led the Montgomery Bus Boycott which began in 1955 and lasted for 381 days. The boycott gained national attention and was a chance for King to explain his principles of non-violence. In the end the boycott helped to change the law. This shows what a successful civil rights campaigner Martin Luther King was.</p> <p>OR However, there were some parts of the campaign that Martin Luther King led that were not as successful. In 1966 King visited Chicago to campaign against poverty and de facto segregation in the North. King realized that although the North was different to the South many black people were still met with violence and discrimination. But these ideas were more difficult to change and some say that King's work in the North was not that successful.</p> <p>Example: identification/description King worked with other campaigners to establish the Southern Christian Leadership Conference (SCLC). Martin Luther King was important to the passing of the Civil Rights Act in 1964. King led the voting rights march in Selma in 1965 which led to the Voting Rights Act being passed. King led high profile rallies – such as the March on Washington where he gave his 'I have a dream' speech.</p> <p>Example: general answer lacking specific subject knowledge Martin Luther King was very effective, he led a lot of campaigns.</p>	10

Question	Answer	Marks
11(a)	<p>What did the term détente mean in the 1960s and 1970s?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>Détente means a period in the Cold War when tensions eased. [1] It was a policy of President Nixon [1] and President Ford beginning in 1969. [1] Gerald Ford called détente a thawing out or an unfreezing [1]. During the period treaties such as SALT I [1] and the Helsinki accords were signed. [1] Jimmy Carter followed the ideas of Détente in the first half of his presidency. [1]</p>	4
11(b)	<p>Why did President Reagan meet with Mikhail Gorbachev during the 1980s?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation President Reagan met with the Soviet president Gorbachev in an attempt to lessen Cold War tensions. Both leaders were keen to talk about reducing weapons and the likelihood of attacks after the early 1980s had seen a period of intense hostility in the Cold War. Although they disagreed about many things the two men developed a good working relationship.</p> <p>Example: identification/description Reagan and Gorbachev met four times after 1984. Their first meeting was at the Geneva Summit in November 1985. President Reagan called Russia an 'evil empire'. Gorbachev tried to change the way the Soviet Union operated.</p> <p>Example: general answer lacking subject specific knowledge President Reagan wanted to end the Cold War.</p>	6

Question	Answer	Marks
11(c)	<p>‘The United States policy of containment was successful before 1960.’ To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The Korean War was an example of when the United States was successful in containing communism. Although the US did not beat the communist North Koreans entirely, they did help to establish a border at the 38th parallel. This meant that Communism was prevented from spreading further south and South Korea could be established as a country. This suggests that the policy of containment was successful.</p> <p>OR</p> <p>Containment was often less successful in Asia than it was in Europe. In 1949 China became a communist country even though the United States sent money to help fight the civil war against the communists. In Vietnam, the idea of containment was a much more difficult problem. In 1954 the United States became involved in Vietnam but it not very successful.</p> <p>Example: identification/description The United States flew air missions in 1948–49 to take supplies to Berlin when it was cut off by Stalin. The war in Vietnam caused the deaths of lots of American soldiers and was very unpopular in the United States. Marshall Aid stopped countries like Greece and Turkey from becoming Communist.</p> <p>Example: general answer lacking specific subject knowledge The United States tried to stop Communism across the world.</p>	10

Question	Answer	Marks
12(a)	<p>Describe the aims of President Johnson's 'Great Society' program.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <p>The Great Society aimed to improve the lives of Americans through tackling problems in areas such as education and health care. [1] The educational ideas of the Great Society increased the influence of federal government in primary, secondary, and higher education. [1] President Johnson declared a 'war on poverty' to improve the lives of Americans [1], this included the Volunteers in Service to America which was a domestic version of the Peace Corps. [1] Medicare, Head Start.</p>	4
12(b)	<p>Explain why there was a debate about the use of nuclear energy in the United States during the 1970s.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation In the 1970s many people in America were concerned about how the country would get its energy in the future. The oil crises of the early decade had made people worry about the cost and supply of oil. For some the solution was nuclear but others feared what would happen if there was a large-scale nuclear accident. They believed that the government should focus on wind and solar power as safer alternatives.</p> <p>Example: identification/description Many people became even more worried about nuclear power after the accident at Three Mile Island, Pennsylvania in 1979. President Carter visited Three Mile Island after the accident there. After the oil crises of the early 1970s people were looking for alternative energy solutions. Many people supported wind and solar power as alternatives to nuclear.</p> <p>Example: general answer lacking subject specific knowledge People were afraid of nuclear power and didn't want more of it.</p>	6

Question	Answer	Marks
12(c)	<p>To what extent was the federal government responsible for economic prosperity in the United States, 1945–60? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one sided) The federal government played a large role in expanding the economy after 1945. The Highway Act of 1956 allocated more than \$30 billion to the construction of 41 000 miles of interstate highways. This meant that people could travel long distances but could also easily commute from the suburbs to the cities which changed the way many people lived. This shows that the government was one of the major reasons that the economy grew during the period.</p> <p>OR Changes in the way businesses were run were the most significant cause of economic prosperity in this period. After the Second World War conglomerates started to be formed and expand. 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 more important than anything the federal government did.</p> <p>Example: identification/description During the 1950s businesses began operating as franchises, one example is McDonald's. Dunkin' Donuts was founded in 1950 in Massachusetts but soon began to grow because of franchises. The US economy grew by 37 % in the 1950s Eisenhower set a 'middle way' for economics by expanding Social Security that had been set up during the New Deal.</p> <p>Example: general answer lacking specific subject knowledge People felt richer in the 1950s and there were new ways to spend money.</p>	10