

Cambridge IGCSE™

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

Paper 1 Making of a Nation

May/June 2025**MARK SCHEME**Maximum Mark: 60

Published

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

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

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This document consists of **28** 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 descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
L1 etc.	Marking level achieved. On part (a) questions, L1 is used to indicate a correct point.
SEEN	Page or (part of the) response has been seen by examiner.
^	Information missing, or more information required.
EVAL	Evaluation
IR	Irrelevant
NAQ	Not answered question

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 was achieved under 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> <ul style="list-style-type: none"> • The Peace of Paris was agreed [1] and independence had been established [+1]. • The Land Ordinance of 1785 [1] established a system whereby settlers could buy land in the west [+1]. • The Northwest Ordinance of 1787 [1] created the Northwest Territory and set the arrangements for the establishment of new states [+1]. • The Indian Ordinance of 1786 [1]. • The states kept a great deal of independence [1] which was regarded as important for personal liberty [+1]. • A new system of government was established [1]. 	4
1(b)	<p>Explain why all the states had ratified the Constitution by 1790.</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 Federalists thought that a serious problem with the Articles of Confederation was the weakness of the central government. Its powers to conduct foreign policy and financial matters were weak and there was also a fear of disunity. The Constitution remedied these faults by giving the President and Congress a great deal of power including raising money and making treaties. The laws they passed would be superior to any state laws. This satisfied many people in the states.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Federalists were often men of property and some standing and were influential in putting their views forward. • The Anti-Federalists had no alternative plan. • Quick acceptance by states like New Jersey built up momentum. • The Massachusetts Compromise (the Bill of Rights) ensured freedom of speech and religion. • Smaller states would gain equal representation in the Senate. • The government threatened to cut off commercial trade to Rhode Island. <p>Example: general answer lacking specific subject knowledge People thought that the Constitution was much better than the Articles of Confederation.</p>	6

Question	Answer	Marks
1(c)	<p>“The Stamp Act of 1765 was the most important factor in the breakdown of relations between the British government and the American colonies.” 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 Stamp Act caused enormous bitterness between Britain and the colonists. This was because it was the first direct tax imposed by the British government and it affected all colonists because American colonies were forced to use stamped paper for documents and newspaper and so pay tax. It raised the issue of whether the colonies should be taxed by a parliament in which they were not represented. Delegates from nine colonies met and criticised the Act. They argued that only their own assemblies could levy taxes. Feelings were so high that for the first time there was rioting right across the colonies, and it was impossible to enforce the tax. The repeal of the Act by the British government did not repair relations, it just made the colonists aware of the power they had.</p> <p>OR</p> <p>The Boston Tea Party did a lot of damage to the relations between the British government and the colonies. The throwing of about £10 000 worth of tea into the harbour was an act of defiance that was bound to anger the British who saw it as an attack on Britain's authority and prosperity and an act of treason. The British made matters worse by passing the Coercive Acts which closed the harbour and weakened the government of the Massachusetts colony. The colonists saw this as an attack on their freedoms. Relations between the two sides had broken down and the colonists held a Continental Congress to see what was to be done next.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Britain thought that the colonists should contribute towards the cost of the Seven Years War. • The colonists feared the British were trying to take away their liberties. • The issue of ‘no taxation without representation’. • The Sugar Act. • The Boston Massacre. • The British forced colonists to allow British soldiers to eat and sleep in their properties. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> • I agree. The Stamp Act upset a lot of Americans. 	10

Question	Answer	Marks
2(a)	<p>Describe the reasons why the United States declared war on Britain in 1812.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> British warships blockaded the US coast [1] harming American trade [+1]. British warships were taking US citizens from American merchant ships [1] and forcing them into the British Navy [+1]. Hawks like Henry Clay wanted to expand [1] by annexing Canada [+1]. Some in the South had hopes of taking East and West Florida from Spain. [1]. America blamed Britain for supporting attempts to form an Indian confederation [1] to stop US expansion [+1]. 	4
2(b)	<p>Explain the importance of the role played by France in the Revolutionary War.</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 France's role in the Revolutionary War was important because of the part it played in Cornwallis' surrender at Yorktown in 1781. The war had started badly for the Americans but the British defeat at Yorktown was the decisive turning point of the war. Cornwallis was trapped in Yorktown. His two hopes were evacuation by sea or the arrival of reinforcements by sea. Neither of these happened because the French fleet was blockading Cornwallis. After Yorktown, the Americans knew they were likely to win.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> France recognised the independence of the USA. At the beginning of the war, America was short of military supplies and France supplied America with crucial and enormous amounts of munitions, arms and money. French aid was important for the American victory at Saratoga. The French army helped the Americans besiege Cornwallis at Yorktown. France threatened British ships and territory in many parts of the world stopping Britain fully focusing on events in America. France sent out military officers to train American troops. <p>Example: general answer lacking specific subject knowledge The French gave the Americans a lot of help and support.</p>	6

Question	Answer	Marks
2(c)	<p>To what extent did war have the most important impact on the borders of the United States before 1853? 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) War has been an important factor in changing the borders of the USA. This can be seen when in 1845 President Polk wanted to buy California and New Mexico from Mexico. It refused and US troops invaded Mexico, California and New Mexico. When the Americans took over Mexico City, the capital of Mexico, it had no choice but to agree to a peace treaty which gave the US vast areas of the southwest: California, New Mexico, Nevada and Arizona. It was also important in 1819 when Spain ceded Florida to the US, but only after the US army had already invaded and taken parts of northern Florida by force.</p> <p>OR</p> <p>Diplomacy and negotiation were more important factors. In 1803 Jefferson sent James Monroe to negotiate the purchase of New Orleans from France. However, Napoleon had lost interest in North America and offered to sell all of Louisiana. This led to the Louisiana Purchase which doubled the size of the USA. Diplomacy also settled long-running tensions between the USA and Britain over Oregon where both countries had settlers. In 1846 a negotiated settlement was reached which extended the 49th parallel to draw up a border between the two countries and added much of Oregon to the USA.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Negotiation led to the Gadsden Land Purchase in 1854. • Texas peacefully joined the USA in 1845/Texas split off from Mexico over the issue of slavery. • The US army forced Spain to cede Florida in 1819. • The Louisiana Purchase was agreed by negotiation/France sold land to the US which doubled the size of the country. • The Oregon Treaty of 1846 set the boundaries between British North America and the US. • Treaty of Guadalupe Hidalgo led to the US gaining large areas of land including California and New Mexico. <p>Example: general answer lacking specific subject knowledge Not much, because there were many other factors that were more important.</p>	10

Question	Answer	Marks
3(a)	<p>Describe the events of the Battle of Wounded Knee in 1890.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • The US Army herded the Sioux into a clearing [1] and surrounded them. [+1]. • A fight broke out between a soldier and a Native American [1] who would not surrender his weapon and a shot was fired [+1]. • The soldiers opened fire and at least 150 Native Americans were killed [1]. • Nearly half of the people killed were women and children [1]. • 25 US soldiers were killed [1]. • It was a massacre of Sioux people [1]. 	4
3(b)	<p>Explain why the Indian Removal Act of 1830 had so much support.</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 One reason was that people in the South looked at the land of the Native Americans in the East and realised that there were millions of acres of fertile land that could be used for farming. They thought that the Native Americans were not using the land properly and believed they could make much better use of it. Cotton farmers could make a prosperous living if they acquired some of this land.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Some believed the Native Americans would be safe from dangers like land dealers and people selling alcohol in the West. • Some people argued the Native Americans did not have a right to the land in the East. • It was believed that the land in the West was unsuitable for white settlement, and the land in the East was good farmland. • People in the East did not want to live near Native Americans. • Jackson promised the removal act would strengthen the southwestern frontier. • People distrusted Native American communities and cultures. <p>Example: general answer lacking specific subject knowledge People supported it because it would solve the problem of the Native Americans.</p>	6

Question	Answer	Marks
3(c)	<p>Which had the greater impact on Native Americans, the Reservations or the Dawes Act of 1887? 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 Reservation system helped destroy much of the Native American way of life. They could no longer be nomadic and hunt the buffalo. This changed their whole way of life. They had used the buffalo for food, clothing and weapons. Their beliefs, culture and values were based on being nomadic and hunting the buffalo. The men could no longer show their bravery as warriors and hunters, and polygamy was not allowed. In the reservations they were dependent on white Americans. They were given food and educated into white American culture. However, in many reservations Native Americans were able to preserve many aspects of tribal life.</p> <p>OR</p> <p>The Dawes Act had a terrible impact on Native Americans. Its aim was to break up the reservations where they were given rations and other support and to stop treating Native Americans as dependents. The land in the reservations was held communally by tribes. Instead, they were each given a plot of land from the reservation with the aim of destroying the tribal system. They were meant to become farmers and self-sufficient. However, many did want to be farmers. The plots of land they were given were often desert and unsuitable for farming, and they could not afford the tools. Many sold the land and drifted away as landless and poor. They lost their land, their identity and their tribe.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • They lost much of their land because of the reservation system. • The reservation system meant that they could no longer be nomadic. • The reservations made them dependent on the US government. • The Dawes Act destroyed the tribal system. • The Dawes Act tried to turn them into farmers. • Native Americans lost access to their indigenous land which had cultural and spiritual meanings for them. <p>Example: general answer lacking specific subject knowledge The Dawes Act had a more damaging impact on Native Americans.</p>	10

Question	Answer	Marks
4(a)	<p>What was the Compromise of 1850?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • It was designed to solve disputes over new territories [1] acquired from Mexico [+1]. • California to become a state [1]. It would be a free state [+1]. • The slave trade in the District of Columbia was abolished [1]. • Utah and New Mexico were to become territories [1]. Popular sovereignty would be used to decide on slavery [+1]. • There would be a new Fugitive Slave Act. • The border dispute between Texas and New Mexico was settled [1]. 	4
4(b)	<p>Explain why the election of Lincoln in 1860 was important.</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 in the South saw Lincoln as a danger to slavery. He hated slavery and was against the expansion of slavery into new states. The South thought that this meant the eventual end of slavery because it would end up being encircled by mostly free states. They feared this would give the free states a majority in Congress to abolish slavery. Lincoln had said that this was the best way to end slavery. These fears persuaded many in the South that secession was the only way to save slavery and so Lincoln's election brought civil war closer.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Many in the South thought he was an abolitionist. • People in the South thought it would encourage slaves to rise up. • The South feared he would allow free states to disrupt the Fugitive Slave Act. • He was determined to save the Union, and this caused the South to secede. • His determination to defend Fort Sumter caused the Civil War. • Lincoln was a Northern candidate who was opposed to slavery. <p>Example: general answer lacking specific subject knowledge Lincoln's election was not welcomed by many people.</p>	6

Question	Answer	Marks
4(c)	<p>“Reconstruction (1865–77) failed because it did not go far enough.” 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) Johnson was determined to get the South back into the Union as quickly as possible and decided that the way to achieve this was not to punish the South too much. There would be no trials or witch hunts. States would be readmitted as soon as they swore allegiance to the Union and accepted the abolition of slavery. Land was even returned to the former owners. By 1865, southern states were already introducing legal codes to keep black Americans in their place. They could not vote or serve on juries, and unemployed blacks were to be prosecuted for vagrancy. This was not what Reconstruction was meant to achieve. Many Republicans feared it was restoring the old order in the South.</p> <p>OR</p> <p>Reconstruction failed because it was too radical. In 1866, the Radical Republicans in Congress took over Reconstruction. They placed many southern states under the rule of the US military and stated that no states could get back into the Union until they had accepted abolition and had given black Americans the vote. This led to black Americans being elected to southern state governments. Ex-Confederate soldiers were also banned from holding state office. This was all too much for people in the South and even some in the North who thought states’ rights were being infringed. This led to a reaction in the South and to organisations like the KKK attacking black Americans. By 1877 Reconstruction had ended and the old order was back in control in the South. Reconstruction had failed.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Lincoln’s Ten-Percent Plan for Reconstruction was too moderate. • President Johnson was in too much of a hurry to allow the southern states to rejoin the Union. • While Johnson was President, southern states introduced legal codes against black Americans. • Congress alienated many people in the South with its Reconstruction. • Grant passed important legislation but interest in Reconstruction was fading. • African Americans struggled to leave the cotton-picking industry because the Southern economy was crippled after the war. <p>Example: general answer lacking specific subject knowledge Reconstruction failed because people opposed it.</p>	10

Question	Answer	Marks
5(a)	<p>Describe the ideas of populism in the second half of the nineteenth century.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • A postal savings system [1] to reduce the influence of big corporations and financial institutions [+1]. • Federal control or regulation of the railroads [1] to keep costs down [+1]. • A graduated income tax [1]. • Improve the lot of small businesses, farmers and farm workers [1] such as wanting shorter working days [+1]. • Increase money supply [1] to stimulate the growth of the economy [+1] • Banning foreign land ownership [1]. 	4
5(b)	<p>Explain why there were concerns about working conditions in cities between 1850 and 1890.</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 There were concerns because of the discipline enforced in the factories. The way people worked was changing. In many factories production had been subdivided into many small repetitive tasks with workers doing only one task. To maximise profits the factory owners made the workers do these small tasks faster and faster over very long hours with almost no breaks - often 10 hours a day, six days a week. So the workers were left with repetitive, mindless jobs which had to be done endlessly and very quickly.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The very high accident rate in factories. There were more accidents in US factories than anywhere else in the world. • There was no payment for workers injured at work. • Lack of effective government regulation led to unsafe and unhealthy conditions. • Long working day and week - often 60 hours a week. • Immigrants working in overcrowded sweatshops often in the same space as where they lived and slept. • Labour unions made people more aware of the dangerous conditions. <p>Example: general answer lacking specific subject knowledge There were concerns because the working conditions were terrible.</p>	6

Question	Answer	Marks
5(c)	<p>“The Transcontinental Railroad had a bigger impact on the US economy than any other factor in the second half of the nineteenth century.” 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) I disagree. Inventions had an important effect on the US economy. They allowed industry to produce more goods quickly and efficiently. Edison’s light bulb developed in the 1870s lasted longer and this meant factories could use shifts and stay open at night thus producing more goods. The sewing machine meant that clothes could be mass produced. This meant they were cheaper and could be afforded by ordinary people. This was also the case with the shoe-lasting machine which produced large numbers of inexpensive shoes. The fact that all these goods were cheaper meant that more people could buy them and so demand was increased, which meant more work for the factories.</p> <p>OR</p> <p>The Railroad had an enormous impact on the US economy. It brought the markets of the East and West together and created a single national market. Crops and raw materials went from the West to the East coast, while consumer goods went from East coast cities to the West. This created the single largest market in the world and led to the rapid expansion of American industry and agriculture. It also opened up the markets to Asia, which in turn increased trade routes.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Inventions led to goods being produced more cheaply and quickly. • Edison’s light bulb led to factories working 24 hours a day. • The railroad was used to bring precious metals like silver and gold to the East. • Trade between East and West increased because of the railroad. • The Bessemer process resulted in lower production costs. • Immigration provided cheap workers which boosted the economy. <p>Example: general answer lacking specific subject knowledge I disagree because there were lots of other factors that made important contributions. The railroad did not help the economy by itself.</p>	10

Question	Answer	Marks
6(a)	<p>Describe the experiences of Japanese immigrants in Hawaii from 1885.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> Recruited as contract labourers [1] for sugar plantations [+1]. On the plantations they worked for lower wages than many other workers [1]. On the plantations they lived in company housing and shopped in company shops [1]. There was harsh discipline on the plantations [1] - heavy fines and even whippings for minor offences [+1]. They set up unions [1] to improve working conditions and organised strikes [+1]. They were mistrusted by the Hawaiian people [1] who perceived them as stealing their jobs [+1]. 	4
6(b)	<p>Explain why the “Know Nothing” movement became very popular in the first half of the 1850s.</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 It became very popular then because in the late 1840s and early 1850s the numbers of immigrants coming into the US suddenly shot up, especially from Germany and Ireland. Soon half of the people in New York had been born abroad. The ‘Know Nothings’ were against immigration and Catholics. Many of these immigrants were Catholics and there was fear that they would threaten American liberties, their financial security and be loyal to the Pope rather than to the US. It was thought that Catholic priests would control how large numbers of Catholics voted. The ‘Know Nothings’ used these fears to win support.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> The Whigs had split over slavery and the ‘Know Nothings’ won over a lot of their supporters. They used a lot of populist ideas such as more government spending to win votes. Whitney and Poole made them popular. Immigration increased rapidly in the early nineteenth century. They were anti-immigration. They spread conspiracy stories about Catholics. <p>Example: general answer lacking specific subject knowledge They were popular because they had ideas that a lot of people supported.</p>	6

Question	Answer	Marks
6(c)	<p>“The Homestead Act of 1862 was the most important of the <u>pull</u> factors bringing immigrants to the United States in the second half of the nineteenth century.” 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 most important pull factor was the jobs in America’s big northern cities such as New York and Pittsburgh. There had been massive industrial growth in the United States in this period and the factories, like those for textiles and food products, and the large plants like those for steel, badly needed workers. This was the most important pull factor because by 1890 immigrants made up at least 60% of the population of most northern cities. They formed their own communities in many districts like Little Italy in New York and this attracted more immigrants. Most immigrants were unskilled and so most went to the cities where there were plenty of unskilled jobs. To become a farmer, you needed some skills and there was also a lot of equipment to buy. This is why most went to the cities and so the increasing number of jobs in cities was the most important factor.</p> <p>OR</p> <p>The Homestead Act was the most important pull factor. It was designed to appeal to immigrants. It offered them two things that were connected - free land and American citizenship. They could have 160 acres of land on the Plains. If they farmed it for five years, they would keep the land as their own and would qualify to be American citizens. The government knew that not enough people in the East of the USA would be attracted by this offer, and they badly wanted to settle the Plains. This is why they made the offer attractive to people outside the USA and why many took up the offer. For example, by 1900 40% of the population of Wyoming were foreign born.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • People were attracted by the promise of religious freedom. e.g. Russians as they were experiencing pogroms in their own country. • Individual states sent handbooks to European countries telling them how wonderful their state was. • The Pacific Railroad Act in 1862 launched a sales campaign to sell land offering temporary accommodation to immigrants with no taxes for 5 years. • Immigrants formed their own national communities in the cities and this attracted more immigrants. • The Homestead Act promised landless Europeans some free land. • The Homestead Act promised immigrants American citizenship. <p>Example: general answer lacking specific subject knowledge. There were lots of pull factors, but the Homestead Act did appeal to many immigrants.</p>	10

Question	Answer	Marks
7(a)	<p>Describe the ideas and activities of the Industrial Workers of the World (“the Wobblies”) in the early twentieth century.</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • They believed in uniting all workers [1] across all industries [+1]. • They wanted workers to control the means of production [1]. • They criticised the American Federation of Labour for not being radical enough [1]. • They organised many strikes [1] in copper mines [+1] when the copper was needed for the war effort [+1]. • They opposed the US entry into the First World War [1]. • They welcomed women [1], immigrants and African Americans as members [+1]. 	4
7(b)	<p>Explain why the book <i>How the Other Half Lives</i>, published in 1890, was important.</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 It shocked people so much about the terrible living conditions in the tenements and slums of New York that the government acted. The book contained photographs of the filthy conditions many people were living in and also explained what reforms were needed. The book was a sensation, and it was reported in newspapers across the country causing many demands for reform from Progressive reformers. This led to the New York Tenement Act of 1895 banning rear tenements and in 1901 a law was passed ordering that tenements should have more light, ventilation and space. Public parks were also built across the city. The book led to real improvements in people’s living conditions.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Its photographs of slums and tenements brought home to people how terrible living conditions in the tenements were. • It showed the middle classes what conditions were like in the tenements. • It made people aware of the awful working conditions of many working classes, especially women and children. • It had an impact on Theodore Roosevelt who worked for regulating children’s hours of work. • As a result, the worst slums in Mulberry Bend were demolished. • It encouraged other ‘muckrakers’ such as Upton Sinclair. <p>Example: general answer lacking specific subject knowledge It was important because it shocked a lot of people.</p>	6

Question	Answer	Marks
7(c)	<p>To what extent were the most important achievements of Progressivism made at national, rather than state, level? 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) Progressivism achieved quite a lot at the state level. This was especially true in Wisconsin where La Follette was Governor. He wanted to improve people's lives by giving them more power and taking it away from big businesses like the railroads and the banks. He introduced direct primary elections so that the people could choose the candidates and reformed taxation so that the railroads had to pay tax on their property. He also increased the regulation of railroads. Another achievement was to use the university's staff to help solve the problems of the state. They helped draft bills and regulate the state government. There were other local achievements e.g. in Mississippi where Governor Varderman introduced child labour law and banned the convict lease system.</p> <p>OR</p> <p>The most important achievements of the Progressives at national level were amendments to the Constitution. The 16th Amendment allowed the federal government to levy income tax, while the 17th Amendment allowed for the direct election of Senators, this increasing the power of the people. The 18th Amendment banned alcohol and in 1920 the 19th Amendment gave women the vote. These were important reforms and because they were national had a bigger impact than the local initiatives. They all had a massive impact on the future development of the USA and changed it fundamentally, e.g. votes for women and income tax. As well as these amendments, there were other national achievements such as the 1906 Pure Food and Drug Act which made food and medicines safer.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • A lot was achieved at the state levels such as the 'Wisconsin Idea'. • La Follette introduced regulation of railroads in Wisconsin. • In California the voters were given more power by being able to replace unpopular politicians. • The Federal government gave women the vote in 1920. • The Federal government passed the Seaman's Act. • The 16th Amendment allowed income tax to be levied nationally. <p>Example: general answer lacking specific subject knowledge Some important changes were made at the national level and these changed America for ever.</p>	10

Question	Answer	Marks
8(a)	<p>Describe the problems that faced traditional industries 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> <ul style="list-style-type: none"> • Traditional industries were producing too much [1]. • There was less demand for coal [1] because of oil and electricity [+1]. • Cotton and wool industries were facing competition [1] from new fibres such as rayon [+1]. • There was a lack of demand for their goods [1] and so prices and wages dropped [+1]. • Leather and shoe making industries were facing competition [1] from industries that used man-made materials [+1]. • Ship builders had to be made redundant [1] because demand for new ships fell after the end of the war [+1]. 	4
8(b)	<p>Explain why Americans living in rural areas did <u>not</u> benefit from the boom.</p> <p>Target AO1, AO2</p> <p>Marking according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation Most African Americans lived in the rural South and many of them worked as sharecroppers. They often farmed cotton and most lived in poverty. In the 1920s the price of cotton slumped because of over production. The sharecroppers rented land from a landowner and paid rent by handing over a percentage of their crop every year. They had to buy their food, tools and seed from the landowner's store and were charged very high interest rates. In a good year they barely earned enough to keep their family fed. When the price for cotton slumped, they could not feed their families, and many moved to cities in the North looking for jobs.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Less food was exported to Europe. • New competition for farmers from Canada. • Farmers could not pay their debts to banks and lost their farms. • Farming was producing too much. • Many Americans (in rural areas) did not have electricity. • Traditional values about the role of women, especially in rural areas. <p>Example: general answer lacking specific subject knowledge. They were very badly off.</p>	6

Question	Answer	Marks
8(c)	<p>“The motor industry was responsible for the boom of 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) Henry Ford mass produced inexpensive cars called the Model T. They were so cheap that ordinary Americans could afford one. Ford was soon making millions of them. This stimulated growth right across the economy. Other industries like petrol, rubber and glass were producing enormous amounts just for the Model T. New roads and petrol stations had to be built. Once people had a car they could live in the suburbs and go on holiday and this meant more new buildings. As a result, many new jobs were created across the economy and people had more to spend which stimulated the economy further.</p> <p>OR</p> <p>There were other reasons why there was a boom. One important reason was the policies of Republican Presidents like Coolidge. They did not put controls on businesses which allowed them to prosper. They lowered taxes for companies and people. This meant they could invest more money in industry, and people had more money to spend on the goods that industry was making. The Republicans also put tariffs on imported goods making them more expensive. Other factors like credit also helped. This meant that Americans could buy goods that they could not afford by paying for them by using an installment plan.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The motor industry created a demand for goods like rubber and glass. • The motor industry allowed people to live in the suburbs. • The USA had enormous amounts of raw resources such as coal and oil. • The introduction of mass production meant goods could be produced more cheaply. • Advertising and the availability of cheap credit led to more goods being sold. • Laissez-faire policies of the Republican governments. <p>Example: general answer lacking specific subject knowledge There were many other important factors that led to the boom of the 1920s.</p>	10

Question	Answer	Marks
9(a)	<p>What was “buying on margin” 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> <ul style="list-style-type: none"> • Buying shares [1] by paying for part of the cost [+1] and borrowing the rest [+1]. • Buying shares [1] on the expectation that their value will go up [1]. • When the value of the shares went up, they sold them for a profit [1] and repaid their debt [+1]. • If prices went down, they would not be able to pay what they owed [1]. 	4
9(b)	<p>Explain the limitations of the New Deal.</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 One big limitation was that the New Deal never really achieved its big two aims. These were industrial recovery and to get rid of unemployment. There were improvements in both areas, but the problems were not solved. By 1937 Roosevelt began to spend less and as soon as he did this the problems re-emerged. Production fell and unemployment went up. In fact, there was a recession and by 1938 there were nearly six million people unemployed. It was the Second World War, not the New Deal, that brought about recovery.</p> <p>Example: identification/ description</p> <ul style="list-style-type: none"> • There was no civil rights legislation for African Americans, and they were often discriminated against by New Deal agencies. • Much of the New Deal was about helping male workers, not female workers. • Tenant farmers and sharecroppers lost land when the government wanted to reduce production. • Critics said that it did not do enough to help the poor. • Unemployment remained high. • It was heavily opposed in Congress so not all of it could be enacted. <p>Example: general answer lacking specific subject knowledge The New Deal did not manage to help everyone.</p>	6

Question	Answer	Marks
9(c)	<p>“Hoover’s reactions to the Great Depression show that he understood the problems facing most Americans.” To what extent do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: explanation (one-sided) Hoover did understand what the problems were and tried to help different groups. He tried to create jobs. For example, he started the huge scheme of building the Hoover Dam which provided jobs for more than 21,000 people and ordered governors to expand public works in their states. Altogether, he doubled the spending on public works to create jobs. He tried to help farmers by using the Farm Board to buy surplus farm produce to try to keep prices up. He tried to help workers by trying to persuade employers to keep wages up. Finally, he tried to help business by providing government loans to help them recover. Even if he did not do enough, Hoover’s actions show that he did understand what the problems were.</p> <p>OR</p> <p>Hoover’s lack of action shows that he did not understand the problems faced by people. He believed that the country would soon return to prosperity and that people should be responsible for helping themselves and not relying on the government. He never realised how much government money was needed to tackle the problems. He did not give the Farm Board enough money and did not spend enough on public works. He did virtually nothing for the millions who were homeless, in poverty and needed jobs. His lack of understanding was made clear when he ordered the army to use force to evict the desperate World War I veterans from the camps they had set up in Washington.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Hoover bought farm produce to try to stop prices falling. • Hoover started the work on the Hoover Dam. • He thought it was just a normal business downturn. • The Federal Home Loan Bank Act helped provide loans for companies to build houses and provide mortgages. • Hoover blocked the Garner-Wagner Relief Bill (which would have given Congress \$2.1 billion to give food and jobs to the unemployed). • Hoover refused to shift from the laissez-faire view. <p>Example: general answer lacking specific subject knowledge I do not agree as he never realised how big the problems were.</p>	10

Question	Answer	Marks
10(a)	<p>What were the Jim Crow laws?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> Laws passed in the Southern states [1] from the 1870s until the 1950s [+1]. Their aim was to legalise the separation of African Americans and white Americans [1]. They enforced segregation [1] on public transport [+1] and in public places [+1]. African Americans were forbidden to live in white neighbourhoods [1]. Schools and hospitals were segregated [1]. 	4
10(b)	<p>Why was Martin Luther King important in the 1950s and 1960s?</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 Martin Luther King was important in the 1950s and 60s because he found a powerful way of fighting racial discrimination and segregation. Influenced by Gandhi's ideas, he used non-violent methods. This included speeches, marches, sit-ins and peaceful non-compliance. King argued that non-violence was a powerful weapon for oppressed people to use. It would win people over and it was Christian. It also had the effect of being non-threatening as far as middle-class white liberals were concerned and won a lot of their support. By using it he gave civil rights a prominence it had never before had. It made him famous and effective in making progress for African Americans.</p> <p>Example: Identification/description</p> <ul style="list-style-type: none"> He led the March on Washington in 1963 and made the famous 'I have a dream speech'. He led the Southern Christian Leadership Conference and won lots of support. He was important in the boycott of the transport system in Montgomery in 1955. He was important in the campaign in Birmingham to end segregation. His protests influenced Kennedy and Johnson to bring in the 1964 Civil Rights Act which banned segregation and discrimination. His nonviolent approach won support. <p>Example: general answer lacking specific subject knowledge He was important because he had a lot of influence.</p>	6

Question	Answer	Marks
10(c)	<p>“Booker T. Washington achieved more for African Americans than William Du Bois.” 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) Before and after 1900, it was dangerous for African Americans to challenge the Jim Crow Laws and support civil rights. Booker T. Washington tried to find a way for African Americans to make progress in this difficult time. He argued that it would be counter-productive to fight against segregation and that African Americans should accept it and learn industrial skills. Through hard work and patience, they could improve themselves and gradually win respect. This would win them equality in the long term. Many African Americans accepted his ideas. He also won the support of many white Americans for new schools and colleges where many African Americans were given access to education. He established the Tuskegee Institute where thousands of African Americans were educated. He became so accepted that he advised Presidents Roosevelt and Taft on racial matters. But his main contribution was in education for African Americans.</p> <p>OR</p> <p>Du Bois challenged Washington’s ideas and believed that African Americans had to directly challenge segregation, discrimination and racism. He believed that if Washington’s ideas were followed these evils would become entrenched. He can be seen as the founder of the modern civil rights movement which has achieved a lot for African Americans. He founded and led the NAACP which became the main civil rights organisation for many years. It was involved in Brown vs Board of Education in 1954. Du Bois was the director of publicity, and the NAACP made significant gains for African Americans such as advancing the 1957 Civil Rights Act and the 1965 Voting Rights Act. Du Bois achieved a lot by making African Americans realise that segregation and discrimination had to be questioned and attacked.</p> <p>Example: identification/ description</p> <ul style="list-style-type: none"> • Washington suggested a way for African Americans to improve themselves in difficult circumstances. • Washington achieved education for thousands of African Americans. • Washington advised Roosevelt and Taft on racial matters. • Du Bois encouraged African Americans to challenge segregation and discrimination. • Du Bois founded the NAACP. • Du Bois was the father of the modern civil rights movement. <p>Example: general answer lacking specific subject knowledge. They both achieved a lot for African Americans.</p>	10

Question	Answer	Marks
11(a)	<p>What was agreed at the Potsdam Conference in July-August 1945?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • The border between Poland and Germany was set [1] at the Oder-Neisse Line [+1]. • Part of East Prussia went to Poland [1]. • Germany would be de-nazified [1] and war crimes trials would be held in Germany and Japan [+1]. • An Allied Control Council would govern Germany [1]. • The USA, USSR, Britain and France would each be able to take reparations from its own zone [1]. The USSR could take some equipment from the other zones [+1]. • A Council of Foreign Ministers would deal with the defeated European countries [1]. 	4
11(b)	<p>Explain why détente had come to an end by the early 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 There was a feeling in the USA that the Soviets were taking advantage of détente to gain strategic advantages and increase their influence around the world. This was confirmed when in 1979 the Soviet Union invaded Afghanistan to support a communist government that had taken power. The USA was worried that the Soviet Union could threaten US interests in the Persian Gulf. It reacted by refusing to sign SALT 2 and by boycotting the Moscow Olympics. This soured relations between the two countries and was one of the factors that destroyed détente.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • USSR supporting revolutionary movements in Africa. • Soviet invasion of Afghanistan. • Fear in the US that the Soviets were extending their influence across the world. • Ronald Reagan started the Star Wars programme. • The US refused to ratify SALT 2. • In 1980 President Carter stated that he could no longer negotiate with the Soviets. <p>Example: general answer lacking specific subject knowledge They did not like each other anymore</p>	6

Question	Answer	Marks
11(c)	<p>“The Marshall Plan was the most effective part of the policy of containment.” 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 Marshall Plan was a very effective part of containment which aimed at stopping Soviet expansion around the world. Truman believed that communism spread when people were suffering from low living standards. He was worried that western Europe was in a poor economic state after the war and people might find communism attractive, especially in France and Italy. Huge amounts of Marshall Aid were given to countries in western Europe to help them recover. It was a great success, and soon western European industry was back to pre-war levels of production. The communist parties in France and Italy lost support. The USA now had strong allies in western Europe in their stand against communism.</p> <p>OR</p> <p>The Korean War was the most successful part of containment. In 1950 communist forces from North Korea invaded South Korea and almost took it all over. Truman decided that troops had to be sent to stop the communists taking over the whole of South Korea. He managed to persuade the UN to intervene, although most of the troops and the decisions were the USA's. The communist forces were quickly pushed back and the Americans advanced almost to the Chinese border. However, Chinese troops forced the UN troops back. McArthur wanted to invade China, but Truman kept to the policy of containment and peace talks began. The border that was agreed was the same as before the war started. The war had been a success because communism had been contained to North Korea, it had not spread.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Containment was successfully achieved in Greece. • The Berlin Airlift was an example of containment. • The USA managed to contain the threat from Cuba. • The Marshall Plan made western Europe safe from communism. • Marshall Aid helped western Europe to recover. • The European Recovery Program helped trade between Britain and America. <p>Example: general answer lacking specific subject knowledge Containment had lots of successes.</p>	10

Question	Answer	Marks
12(a)	<p>What was the oil crisis of 1972–73?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail. Responses may include the following:</p> <ul style="list-style-type: none"> • OPEC announced an embargo on oil exports to the US [1]. • The price of oil in the US quickly increased [1] by up to four times [+1]. • In the US queues for fuel formed at gas stations [1]. • Various measures were introduced to reduce oil consumption [1] such as reducing the speed limit [+1]. • The crisis led to high inflation and stagflation in the 1970s [1]. • There was a shortage of oil in the US [1]. 	4
12(b)	<p>Explain why McCarthyism was important in the 1950s.</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 It became important at that time because it seemed as if it might be true. In 1950 McCarthy claimed that there were Soviet spies in the US government and especially in the State Department where they were having influence on America's foreign policy. A lot of people believed this because there seemed to be evidence for it. In 1950 Hiss was shown to have been a Soviet spy working in the State Department and in 1951 the Rosenbergs were both found guilty of being Soviet spies.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • The 1950s was the period known as the 'Red Scare'. • People panicked because they thought communists had infiltrated the state department. • People were paranoid about communism. • Thousands of people were persecuted and imprisoned. • McCarthy also investigated the army. • Once McCarthy made his accusations Republicans jumped on the bandwagon. <p>Example: general answer lacking specific subject knowledge It became important for lots of reasons.</p>	6

Question	Answer	Marks
12(c)	<p>“President Kennedy’s ‘New Frontier’ program achieved more than President Johnson’s ‘Great Society’ program.” 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) Johnson achieved much more. Things that Kennedy thought about, Johnson got done. For example, civil rights and Medicare. The Civil Rights Acts and Voting Rights Act banned segregation and discrimination in voting rights and provided equality in housing assistance. Kennedy did not achieve Medicare, but Johnson introduced health insurance for the elderly and for the poor. He helped the poor in other ways such as food stamps for buying food. He also increased funding for education which Kennedy had also thought of doing. Kennedy’s real interest was foreign policy while Johnson was good at getting these reforms through Congress.</p> <p>OR</p> <p>Kennedy’s ‘New Frontier’ program did achieve a lot. His main aim was to eradicate poverty, and he went some way towards this. He helped the low paid and the unemployed. He raised the minimum wage and social security benefits. He also started up programs for retraining unemployed workers as well as reducing unemployment. It is also important to remember that some of the things that Johnson introduced were based on Kennedy’s ideas such as civil rights acts and Medicare. If he had not been assassinated, he would have passed these. Johnson was able to introduce them because Kennedy had done all the work on them.</p> <p>Example: identification/description</p> <ul style="list-style-type: none"> • Johnson achieved much for civil rights. • Johnson made lots of improvements for education - the 1965 Higher Education Act and Elementary and Secondary Education Act. • Johnson introduced the Neighbourhood Youth Corps and equal pay for women. • Medicare was Kennedy’s idea. • Kennedy gave more financial support to the elderly and the unemployed. • Kennedy increased the minimum wage to \$1.25 and gave businesses money to create new jobs. <p>Example: general answer lacking specific subject knowledge I think they both did a lot to help the people.</p>	10