

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Pre-U Certificate

MARK SCHEME for the May/June 2015 series

9769 HISTORY

9769/03

Paper 3 (US History Outlines, c. 1750–2000),
maximum raw mark 90

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 will not enter into discussions about these mark schemes.

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These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

- (a) The banding definitions which follow reflect, and must be interpreted within the context of, the following general statement:

Examiners should give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may well yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well sustained and well grounded account, to provide sufficient implicit analysis to justify a Band 2 mark.
- (e) The band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular band. In such cases a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should first place it in a band and then fine-tune the mark in terms of how strongly/weakly the demands of the band have been met.

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Band 1: 25–30

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Band 2: 19–24

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate, there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary. Use of English will be highly competent, clear, generally fluent and largely error-free.

Band 3: 13–18

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

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Band 4: 7–12

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may well be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear, although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material, but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated. Some errors of English will be present but written style should be clear, although lacking in real fluency.

Band 5: 0–6

The answer will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; unsupported generalisations, vagueness and irrelevance are all likely to be on show. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated, whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

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Section 1: c. 1750–c. 1820

1 'The British were primarily responsible for the breakdown in relations with their American colonies in the period 1763–1775.' Were they?

AO1 – The question requires an assessment of the responsibility of the British for the strain in relations over time with the American colonies and their eventual breakdown. Consideration of the responsibility of the American colonists for the collapse in relations is also expected in order to determine whether Britain was 'primarily' responsible.

AO2 – Ways in which British policy caused a breakdown in relations could include discussion of taxes imposed on the colonies, limitations on colonial trade, restrictions on the westward movement of people into lands acquired from France in 1763, the billeting of soldiers and the actions of the British military. Ways in which the colonists might be said to be responsible for a breakdown in relations could include the actions of radicals such as the Sons of Liberty, the ambitions of the Committees of Correspondence, the provocation of British troops, hostile propaganda and an intransigent attitude to negotiation.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

2 What best explains the victory of the American colonies in the War of Independence?

AO1 – Answers should focus on the reasons for the victory of the American colonies. Candidates may consider events from 1775 (Lexington) to 1783 (Treaty of Versailles). A judgement is required as to which reason was most important.

AO2 – Candidates could refer to the strengths and advantages of the American colonists. The following factors might be analysed: political leadership of the Continental Congress, the military leadership of Washington, composition of colonial forces, guerrilla warfare, popular support. However, in all cases, candidates could assess the shortcomings of these factors. In addition, candidates could refer to the weaknesses and disadvantages of the British: inept political and military leadership, geographical problems, foreign intervention, hostility from colonists. Again, these factors could be analysed. Some candidates may answer the question thematically, addressing matters of leadership, strategy, support and so on as they applied to both sides in the conflict.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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3 How far was the Constitution influenced by the ideas of the American Enlightenment?

AO1 – The question requires an assessment of the influences that explain the composition of the Constitution (reference to the Bill of Rights might be made). The ideas of the American Enlightenment were influential but, to address ‘how far’, candidates might also consider the influence of States’ rights, security concerns and the importance of property.

AO2 – The ideas of Jefferson and Madison are likely to be mentioned, if only implicitly, as thinkers who also played leading roles in devising the Constitution. Their republican ideas were reflected in the separation of powers (locally and federally). Candidates might consider whether in allowing States to have equal representation in the Senate and considerable autonomy, that the Constitution was due more to the jealousies between States than the importance of the principle of States’ Rights. The freedoms enshrined in the Bill of Rights might be assessed. Property rights were clearly important and none more so than that of ownership of slaves reflected in the provisions in the Constitution on fugitive slaves. The tyranny, and fear, of the mob also influenced the making of the Constitution and explains the limits to the franchise. Fear of the British and the Spanish on its borders convinced many that a strong government was needed and one which could raise the money to fund armies to defend the US.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

4 How stable were US domestic politics in the period from 1801 to 1820?

AO1 – The scope of the question covers the presidencies of Jefferson, Madison and Monroe’s first term. In assessing the political stability of the US, candidates could consider the nature of the political system, the qualities of the presidents, the effect of domestic issues and the impact of foreign policy on domestic politics.

AO2 – Candidates might comment on the fact that all three presidents were Republicans (confusedly, the name given to the Democrats before they officially adopted the latter name in 1829) but during this period the Federalists offered strong, if fading, opposition. All three presidents served two full terms, perhaps an indication of their popularity and success, and at least Jefferson and Madison were highly regarded as leading figures in the establishment of the US in previous years, though the weaknesses of each might be assessed. Domestic issues such as corruption, management of the nation’s finances, westward expansion and economic problems might be assessed. The political impact of the Louisiana Purchase and relations with England, especially the war of 1812–14, might be considered.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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- 5 'It was primarily an economic system.' How far do you agree with this view of the nature of slavery in the years 1750 to 1820?

AO1 – The 'economic' aspect of 'the nature of slavery' is the focus of attention, but other dimensions of slavery need to be considered in order to address the word 'primarily'. Candidates might also consider the cultural, social and political nature of slavery.

AO2 – In explaining slavery as an economic system candidates might comment on the role of slaves on plantations growing tobacco, rice and, increasingly with the 'gin' and the Louisiana Purchase, cotton. In addition, the trade in slaves was an essential aspect of the economic system. In social terms, slavery was a key component of the hierarchical structure of southern society and, culturally, it could be considered to be intrinsic to the racial attitudes of the South. Slavery was also political in its nature, providing the Southern States with an identity and mutual support in defending their interests: candidates might refer to the debate about the Missouri Compromise of 1820.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

Section 2: c. 1820–1865

- 6 (Candidate offering Paper 5g: The Origins and Causes of the American Civil War should not answer this question.)

What best explains the increase in the slave population of the South in the years c. 1820–1861?

AO1 – Reasons that explain the increase in the number of slaves in the South need to be assessed. The question requires a judgement as to which reason was most important ('best'). Candidates could cite the profitability of cotton and the steady westward expansion of plantation agriculture which stimulated a need for more labour.

AO2 – These key factors were interlinked. Increased demand for cotton, from Britain especially, was massive (candidates might provide figures) based on the exploitation of lands in Alabama, Mississippi, Louisiana, Missouri (the Compromise of 1820) and, after war with Mexico, in Texas. In addition, the abolition of the slave trade in 1808 increased the value of slaves and enhanced the profit motive of slavery. Slave families were encouraged to have larger families. The weakness of the anti-slavery lobby and the strength of the fugitive slave laws were factors that explain why the slave population did not diminish.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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7 ‘Consistently aggressive.’ How justified is this view of United States foreign policy in the period c. 1820–1861?

AO1 – The question focuses on the nature of foreign policy before 1861. Candidates are likely to define ‘aggressive’ as belligerent, but the question requires an assessment of whether this was ‘consistently’, or always, the case.

AO2 – Explanations may concentrate on US relations with individual countries. The US invaded Florida in 1818 but candidates might regard this as a response to Indian incursions. Relations with Mexico will probably be given prominence with the clash in Texas and the war of 1846–48. Again, candidates could argue that conflict was the result of Mexican policy rather than directly aggressive US policy. In her relations with Britain, with Canada and Oregon at issue, it could be argued that the US was accommodating and peaceful in her approach. In pursuit of her interests in Panama, the US was forward but prepared to use diplomacy in her relations with Colombia and Nicaragua. Candidates may be aware that in many instances the US government was merely reacting to the activities of individual citizens.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

8 (Candidate offering Paper 5g: The Origins and Causes of the American Civil War should not answer this question.)

Why did the Missouri Compromise of 1820 last so long?

AO1 – A definition of the Missouri Compromise might be offered. Candidates are likely to confine their response to the year 1854, when the Kansas–Nebraska Act was introduced and civil war followed in Kansas, though some may argue it survived beyond this date as Kansas was a free state in 1861. A range of political, geographic and other factors are relevant.

AO2 – Political reasons that might be discussed are the fact that the Compromise of 1820 maintained equilibrium between North and South in terms of representation in the Senate. Even with the establishment of the Republican Party in 1854, there was no political party in the North prepared to challenge slavery in the South and the slave interest in the South looked west to extend slavery. However, the slave power issue could be discussed. Geographically, there was little scope to extend slavery further north until the problem of Kansas emerged in 1854. This could be linked to the practical considerations concerning a Territory becoming a State. Candidates might consider the strength of the abolition movement in the North as a deterrent to those who envisaged extending slavery further.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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9 Who was the greatest civil war general: Grant or Lee?

AO1 – The question requires a comparison of the two generals with the objective of producing a judgement as to who was the ‘greatest’. Candidates may use a range of criteria by which to assess the qualities of the two generals.

AO2 – The record of each general in terms of battles won and lost might be considered. Lee was successful in checking the Unionist advance in 1862 and later in defending Richmond in 1864, but he was also defeated at Antietam and Gettysburg. Grant was victorious at Vicksburg and Chattanooga and he forced Lee to surrender at Petersburg. An assessment of the strategic significance of these battles, and others, might be expected. The qualities of both men as leaders of others might be attempted. Similarly, the relationship they enjoyed with their political superiors might be analysed. The circumstances in which they had to operate and the resources they had at their disposal might be considered.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

10 What best explains the degree of support enjoyed by Lincoln in the North from 1861 to 1865?

AO1 – The question requires an analysis of why Lincoln enjoyed the support he had, but the relative merits of those reasons is expected in order to judge which of them provides the ‘best’ explanation. Candidates may provide some indication of the support Lincoln enjoyed: he did win a second term in 1864, but there was also considerable opposition to him.

AO2 – Lincoln’s style of government might be considered. By appointing men of talent and experience to serve in his cabinet, he won support from a cross-section of society. After the elections of 1860, he worked closely with Congress: he enjoyed good relations with the politicians. His selection of and support for his military commanders was a reflection of good judgement and leadership which was crucial for popular morale at a time of war. In both cases, a counter argument might be advanced. His skills as a speaker were important and his decision in 1863 to call for the emancipation of the slaves was an indication of his ability to chime with the public mood. His willingness to compromise individual liberties meant he appeared as a strong, focused leader, even if his critics argued this showed him to be ruthless and a threat to the Constitution. The war caused economic and financial problems but also a degree of prosperity and opportunity.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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Section 3: Themes c. 1750–c. 1900

11 ‘Government policy towards Native Americans was solely determined by concern for the interests of the Whites.’ Assess this view of the period before 1900.

AO1 – The question focuses on the purpose of government policy in dealing with Native Americans. The question seeks an assessment of whether it was ‘solely’ concerned to support the Whites, which invites consideration of specific policies.

AO2 – Evidence of ways in which government policy was intended to support White interests might include the displacement of Native Americans in lands east of the Mississippi by the 1840s and subsequently the encouragement of White settlement further west at the expense of Native Americans. Similarly, during the Indian Wars, government policy was firmly supportive of White interests. Concessions to railway companies and the promotion of the economic development of the West might also be assessed as evidence that policy was concerned with the interests of the Whites. Evidence that policy was also, if not exclusively, concerned with the interests of the Native Americans might include reference to: government support of charities and missionaries to work with Native Americans; the establishment of the Bureau of Indian Affairs; the creation of reservations; and, the adoption of a more liberal policy of ‘Americanisation’ or assimilation from the late 1880s.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

12 How significant was the impact of large-scale immigration on American society, c. 1840–c. 1920?

AO1 – The question concerns the impact of immigration. American society might be interpreted in broad terms to include effects that were specifically social, but also the economic and political significance of immigration. The positive and negative aspects of points identified might be considered.

AO2 – Urbanisation was a major social effect. Ethnic neighbourhoods produced security and tolerance but also division and social tension. Pressures on housing, health and education might be assessed. Reference might be made to racial hatred and violence and moves to limit the rate of immigration. Economically, immigrants provided a plentiful and cheap supply of largely unskilled labour – economic expansion was a consequence, although the effect on wages and trades unions could be analysed. The implications of the preference of immigrants to vote Democrat might be considered, as well as the corrupt practices associated with the tendency of migrants to vote as ethnic groups. Also, immigrants were often the scapegoats at times of political controversy.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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13 Did the policies of US governments from 1865 to 1914 do more to hinder than to help economic growth in this period?

AO1 – The question requires an evaluation of government policies on economic growth. Candidates might consider policies that ‘hindered’ growth and those that helped growth separately, but others might treat policies in turn and assess their outcome in terms of positive and negative results.

AO2 – The benefits and drawbacks of non-interference, which was the predominant attitude of government, might be discussed. Similarly, the protectionism of the period could be assessed as a policy that favoured industry but disadvantaged agriculture. The ‘sound money’ currency policy of government was controversial and might be assessed. Government attempts to tackle monopolistic tendencies had mixed results. The restoration of millions of acres of land misappropriated by cattle barons and various initiatives to help agriculture helped farmers but disappointed industrialists. Reference might be made to government policies on immigration and the settlement of the West.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

14 ‘The main function of schools in the US in the nineteenth century was to prepare youths for work in industry.’ Discuss.

AO1 – This question is concerned with the role of schools. A judgement about which function was their ‘main’ one requires some evaluation of their various roles. Some appreciation of the contextual differences between 1800 and 1900 might be considered.

AO2 – The fact that universal elementary education was established in the North at the same time as the expansion of industry from the mid-century might be discussed. Also, many schools placed emphasis on apprenticeships. The focus on basic levels of literacy and numeracy might be regarded as an indication that the function of schools was to prepare the young for work. Yet, many schools were primarily concerned to provide a moral and religious education, especially in the South. Schools for slaves emphasised religious and socially conservative attitudes. The limited opportunities for girls might be discussed.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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15 How useful are novels written in the nineteenth century as evidence for family life and values in the United States in the period c. 1750–c. 1900?

AO1 – The question concerns novels actually written in the nineteenth century and those written about the period at a later date are not admissible. At least two novels should be referenced even if only in general terms. Ideally, candidates will consider a selection of novels but some may concentrate on as few as one. The emphasis is on aspects of family life and values.

AO2 – Novels of the early nineteenth century were typical of the Romanticism of the times in contrast to the realism of the post-Civil War years. To that extent it could be argued that the novels of the early 1800s do not reflect American family life and values as accurately as those of the later century. However, aspects of early nineteenth century life are featured in the Romantic novels. In contrast, many of the novels of the second half of the century are more directly realist, deliberately intended to portray American family life and values as they were.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

16 What contribution did the development of railways make to the economy and society of the United States before 1900?

AO1 – This question allows candidates scope to provide a broad-based answer looking at a range of ways that railways could be said to have made a contribution. Candidates should consider both economic and social aspects though answers may be imbalanced.

AO2 – Explanations may make clear that the contribution of railways increased as the US expanded geographically and economically; that is, the development of the US economy and society and the growth of the railways was, to some extent, interdependent. The contribution of railways to the creation of a national market, the development of resources, the speed and efficiency of transportation and the stimulus to heavy industry and so on might be discussed. Similarly, the contribution of railways to urbanisation, the movement of people, the growth of retail and job creation might be considered.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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Section 4: 1865–1914

17 Why did a civil rights movement emerge in the years before 1914?

AO1 – The question concerns the reasons that explain why the movement for civil rights for African Americans came into existence before the First World War. The movement had its roots in the failure of Reconstruction but also economic and political developments prior to 1914.

AO2 – Candidates are likely to concentrate on the disappointed expectations of African Americans after the Civil War. Candidates might consider how African Americans were denied their civil rights during the period of Reconstruction (1865–77). Similarly, they are likely to explain the way segregation was established in the South with the Jim Crow laws. The leadership of African Americans such as Booker T Washington and especially WEB Du Bois who set up the NAACP might be investigated. The Great Migration from 1890 concentrated large numbers of African Americans in the cities of the North. Violence by Whites, including lynching on an extensive scale and race riots in major cities might be assessed.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

18 ‘The hostility of employers was the biggest obstacle to the development of a powerful trade union movement in the period c. 1880–1914.’ Discuss.

AO1 – The question requires an assessment of the obstacles or difficulties facing trade unions before 1914. The focus of the question is on the ‘hostility of employers’ and whether it was the ‘biggest’ or main problem trade unions confronted.

AO2 – In assessing the hostility of employers, their reluctance to employ union labour and their uncompromising attitude to negotiations with trade unions might be considered. Similarly, their willingness to use force to break strikes could be looked at. Candidates might argue that the response of government to industrialisation was an obstacle. In addition, candidates are likely to assess the internal weaknesses of trade unions: the quality of leadership, strategy and organisation might be analysed. Problems in securing support for trade unions might be analysed: communications over large distances; the effects of immigrant workers; and, the strength of commonly held beliefs such as self-help and individualism which were at variance with the notion of collectivism.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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19 ‘Lack of unity was the main weakness of the Populist movement.’ Do you agree?

AO1 – The question concerns the weaknesses of the Populist movement with particular focus on its ‘lack of unity’. An assessment of this weakness relative to others such as the quality of leadership, the effect of economic conditions and political considerations is likely.

AO2 – In explaining the lack of unity, candidates may identify its component protest groups – the Granger Movement, the Greenbacks and the Farmers’ Alliances. Their various aims might be assessed. But, in 1892, the Populist Party was created and it contested three presidential elections. The leadership of the various groups might be analysed, perhaps with particular emphasis on their policies which alienated businessmen and workers. Populists were mainly farmers and although numerous their constituency was limited. The Populists were a movement born of straightened times and when they eased their support fell away. They lacked support in Congress and failed to make an impact on Southern White farmers. Both Democrats and Republicans adapted to the challenge of the Populists, so that it gradually lost its discrete credentials and effectively merged with the traditional parties.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

20 Assess the view that the main objective of United States foreign policy in the period c. 1880–1914 was the promotion of American economic interests.

AO1 – The question is about the objectives – or aims and motives – of US foreign policy. Specifically, it requires an assessment as to whether American values were the ‘main’ objective. Other objectives – economic, military and political – might be considered.

AO2 – The moral argument that America had a duty to civilise other people by spreading American values of freedom, democracy, republicanism, education, religious tolerance and so on might be identified in many of the actions of the US abroad. Reference to the missionary and charity work of Americans might be seen as confirmation of their sincerity on this point. Some candidates may regard the concept of ‘Manifest Destiny’ as the objective of policy, notably in Central America. The pursuit of economic interests – markets and resources – might be assessed. Interests of a strategic nature were also important and candidates may explore the ways the US projected their power abroad. The difficulty of distinguishing motives might also be assessed.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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21 Was President Theodore Roosevelt's 'square deal' merely a slogan?

AO1 – The question invites an analysis of the phrase by which the policies of Roosevelt were known. Candidates are likely to define 'square deal' as what is usually called 'progressivism', or attempts to improve American politics and society by making it fairer and checking abuses of power. The question suggests Roosevelt may have paid lip-service to the term but failed to deliver change.

AO2 – Candidates might consider Roosevelt's efforts to support the workers especially in matters of wages. He talked openly of 'trust busting' and candidates might assess his record in controlling big business. His efforts to conserve the resources of the US might be analysed. He attempted to tackle corruption in government and various measures could be assessed. In all these areas, candidates might argue Roosevelt's 'square deal' was limited, though more than just a slogan.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

Section 5: 1914–53

22 What best explains why the United States went to war in 1917?

AO1 – The focus of the question is the reasons for the entry of the US into the First World War. Candidates are invited to assess a range of relevant factors and weigh the relative merits of each so as to judge which reason 'best' explains this decision. Some candidates may consider the significance of the date of entry. Political, moral, economic, diplomatic and strategic reasons might be discussed.

AO2 – US sympathies with the Allies might be considered given historical links with them and their attachment to the principles of democracy. The importance of the presidential campaign in November 1916 might be assessed as the debate about US intervention was a key issue. Economic interests and benefits of entry to the US might be analysed though these were important since 1914. Intervention provided the US the chance to exert and extend its influence. Events in 1917 were important: the start of Wilson's second term, the seriousness of the U-boat campaign, the Zimmerman Telegram and events in Russia might be discussed.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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23 What best explains why national Prohibition laws failed to last?

AO1 – Reasons for the failure of Prohibition need to be identified and assessed for their importance. Prohibition usually applies to the Eighteenth Amendment and the Volstead Act, and the ban on alcohol which came into force in January 1920. However, candidates may consider the period before 1914, when a number of states banned alcohol, until 1931 when Prohibition was formally ended.

AO2 – That Prohibition was the result of the agitation dominated by religious groups and women may be discussed. The reluctance of large numbers of the populace to accept Prohibition might be considered. Similarly, the smuggling of alcohol was extensive as supply met demand. The profiteering of criminal gangs might be assessed. Candidates might refer to the corruption of officials – government agents and police – who failed to enforce the law. The adverse economic consequences of a ban on alcohol might be assessed. Political factors might be discussed as the issue assumed importance in party politics.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

24 What best accounts for opposition to the New Deal?

AO1 – The question is focused on the reasons why there was opposition to the New Deal and does not require an account of the activities of opponents. Candidates could refer to factors involving criticism of both the aims and the methods of the New Deal and to the role of the Supreme Court. They should reach a supported judgement about the best explanation.

AO2 – Explanations for the opposition might include arguments about its practical implications and that it did not go far enough or was too complicated to work effectively. Candidates could also mention the ideological objections: that it gave too much power to the President, allowed too many people to become dependent on the state instead of their own rugged individualism and was hostile to the working of the free market which had served America so well in the past. Party political arguments could also be put forward, that the Republicans opposed the New Deal as much because it was a Democrat who had instigated it as because they disliked it and used their control of the Supreme Court to fulfil their own agenda.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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25 Why was it so difficult for the United States to defeat Japan in the Second World War?

AO1 – The question is concerned about the scale and nature of the task of defeating Japan. Candidates could refer to factors pertinent to the US war effort, the strengths of Japan and broader issues about the war as a whole.

AO2 – Explanations for the difficulty of defeating Japan might include logistical factors given the vast extent of Japanese conquests and the huge number of detached territories, and the enormous demands this made of the US army and navy. Connected to this point, candidates might comment on the effect of Pearl Harbour and the late entry of the US into the war. The stubbornness of Japanese resistance, especially in jungle areas, might be assessed. The calibre of Japanese commanders and their men might be analysed, perhaps by comparison with their US counterparts. US commitments in Europe and Africa might also be assessed.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

26 How effective was United States foreign policy in the period from 1945 to 1953?

AO1 – The question is concerned with the effectiveness of US foreign policy. Candidates could either identify the broad aims of the US or focus on US objectives in its relations with particular countries or regions, analysing the specific policies adopted to secure such aims with an assessment of how effective they were.

AO2 – The central plank of US policy was to check communism and to defend, even promote, democracy. Candidates might consider the US response to the Soviet occupation of Eastern Europe and events in China and Korea. US governments were concerned to secure the trade and business interests of the country and candidates are likely to concentrate on US efforts to revitalise the economies of Western Europe. However, others may stress the importance of Japan after the fall of China to the Communists and the efforts of US governments to build the economy of the former. The US was concerned to defend its influence and power worldwide so candidates might assess the strength of the US military, support for Taiwan, their support of France in Vietnam, the establishment of NATO and their role at the UN.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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Section 6: 1953–2000

27 How valid is the view that US–USSR relations improved greatly during Eisenhower’s presidency?

AO1 – The question concerns the degree of improvement in US–USSR relations between 1953 and 1961. Some awareness of change over time would be appropriate. In assessing US–USSR relations, candidates may challenge the assumption that relations improved ‘greatly’, if at all, at least in some if not all respects. It is the ‘validity’ of the view in the question that should be discussed.

AO2 – Candidates might assess the co-incidence of a change in leadership in the US and USSR in 1953 and the nature of the relationship between Eisenhower and Khrushchev. On various points of division from 1953 – Austria, the Suez Crisis, Vietnam – agreements were made which might be assessed. Candidates might also discuss the arms race and the US–USSR competition in space. Events in Europe might also be assessed. If at the start of Eisenhower’s presidency the Korean War was nearing its close, at its end the crisis in Cuba was beginning to bubble.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

28 Was the adoption of a policy of ‘Vietnamisation’ a clear signal that US policy in Vietnam had failed?

AO1 – The question requires some definition of ‘Vietnamisation’ and some understanding of the policy objectives of the US in order to arrive at a judgement. Whether the policy was a ‘clear’ signal of failure or it was a more ambiguous one is for candidates to decide.

AO2 – Candidates may argue that Vietnamisation did signal a failure of policy in that US forces were gradually withdrawn, and candidates may elaborate on the scale of US involvement before 1968. Similarly, candidates might comment on events after 1968 and the failure of South Vietnam to resist communist forces. The peace treaty of 1973 and the communist takeover of neighbouring states might also be considered. In challenging the view that Vietnamisation was a ‘clear’ signal, candidates might argue that US withdrawal was from a position of strength (despite the Tet Offensive) and that the US continued to supply air power. It might be argued that withdrawal was a response to public opposition to the war rather than an indication of military failure.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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29 How effectively did President Kennedy deal with the domestic problems of the United States?

AO1 – The question concerns the degree to which domestic problems were dealt with by JFK, 1961–63. Candidates could identify some of the following problems for discussion: housing, education, health care, levels of poverty, economic and financial challenges, civil rights for African Americans.

AO2 – In addressing these issues, candidates may outline the extent of the problems and use that as criteria by which to assess the effectiveness of JFK's policies, details of which might be deployed as supporting evidence. The expectations raised by Kennedy's election and inauguration speech might be discussed. In addition, yet linked, candidates may discuss the context of the times as factors that should be considered in judging the domestic record of JFK. Internal obstacles such as the opposition of vested interest to change and the reluctance of politicians to support JFK might be analysed. Distractions abroad might also be referenced.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

30 'The Watergate scandal makes it impossible to consider Nixon's presidency as anything other than a failure.' Do you agree?

AO1 – The question concerns the seriousness of the Watergate scandal. Was it so important that it overshadowed all else about the presidency of Nixon? Candidates could adopt such a view and so support the contention that the scandal 'makes it impossible' to think otherwise, but they may first weigh the significance of the scandal relative to other aspects of Nixon's record.

AO2 – Explanations are likely to focus on the Watergate scandal itself with an assessment of the damage it caused Nixon. In addition, candidates might analyse the domestic policies of Nixon on, for example, the economy, civil rights, social and environment policies. Similarly, Nixon's foreign policy, especially on Vietnam, and relations with China and the USSR, might be assessed. His achievements at home and abroad may be considered so significant that, despite the difficulty caused by Watergate, candidates may conclude that Nixon's presidency was not without success. Others may regard the scandal as merely symptomatic of Nixon's failure overall.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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31 To what extent did the global influence of the United States diminish in the period from 1963 to 1979?

AO1 – The question is concerned with the status of the US as a great power. Although most candidates are likely to focus on US foreign policy, some may refer to the economic and moral power of the US. Either way, the question requires an assessment of the position of the US in the world over the period in question.

AO2 – Explanations may be structured as a comparison with the US position in 1979 compared with 1963. Candidates are likely to analyse the impact of the withdrawal of the US from Vietnam. Detente may be regarded as an indication of strength or diminished influence. In bridging the gap between the US and China, was the influence of the US enhanced or reduced? US influence in Europe could be assessed. US achievements in space may be seen as an extension of its foreign policy and might be discussed. The strength of the US economy might be regarded as essential to underpin its foreign policy and its trading interests as a significant factor determining its influence abroad.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

32 ‘President Clinton’s success owed more to his charisma than to his policies.’ Discuss.

AO1 – The question is concerned with the basis of Clinton’s success. Candidates are likely to regard ‘charisma’ as the personal qualities and charm of Clinton as a leader. In assessing its value against that of his policies, candidates may argue that the two were linked. Candidates may also challenge the assumption that Clinton was a success.

AO2 – In assessing Clinton’s charisma, candidates may point to his victories in two presidential elections though the outcome of the mid-term elections was mixed. His survival of scandal might be considered a result of his charisma. In foreign affairs, it might be argued that his charisma was the key to his success in forging agreement in the Middle East, diplomacy in Northern Ireland and in his relations with the allies of the US. However, the recovery of the economy was the key to his success and the extent of improvement in standards of living might be assessed. The details of his foreign policies might be analysed. In domestic and foreign policy, candidates may claim success depended on both charisma and substance.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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Section 7: Themes c. 1900–2000

33 To what extent did the role and status of women in the US change from c. 1880 to c. 1945?

AO1 – The question concerns the degree to which the position of women in US society changed. Candidates may opt to focus on a range of criteria – political, economic and social – and assess the way the role and status of women was different in 1945 to what it had been in 1880.

AO2 – By 1945, women had the vote and how this was achieved might be explained. However, whilst the status of women was technically the same as men by 1945, females were under-represented in official positions. Job opportunities had improved for women, but rates of pay and the rights of women workers were less advanced than those of men. Women enjoyed greater freedom as individuals and attitudes to them were more tolerant. However, candidates may highlight the depth of conservative attitudes, especially in rural areas, and the unevenness of change from one region to another or between ethnic groups.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

34 Why was the United States economy subject to bouts of boom and bust in the period from 1945 to 1980?

AO1 – The question requires an analysis of the reasons for the uneven performance of the US economy. The economy was susceptible to the cycle of ‘boom and bust’ with severe downturns in fortunes, for example, 1953, 1957–58 and 1971–74. Candidates could consider domestic as well as international factors to explain this.

AO2 – Explanations might consider ‘boom and bust’ as an inherent feature of capitalism and some discussion of this view might be attempted. The effect of federal tax and spending policies might be considered. Labour disputes and levels of consumer demand might also be assessed. Events abroad, including the immediate problems of low economic activity after the Second World War, the impact of wars (Korea, Vietnam), instability in the oil markets and increasing foreign competition might all be considered. Equally, the strengths of US corporations, the importance of technological innovation and the flexibility of the labour market might be analysed.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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35 How effective was Congress in restraining the presidency in the twentieth century?

AO1 – The notion of an ‘imperial presidency’ is at the heart of this question. Candidates are likely to argue that, since the 1930s, the power of the presidency could be said to have increased steadily. This question requires an analysis of the efforts made by Congress to limit the power of the presidency.

AO2 – The attempts by Congress to bring presidents thought to be guilty of wrongdoing to account might be assessed. Similarly, the Act of 1948 restricting a president to two terms in office might be mentioned, as well as the several laws on electioneering passed by Congress. The effectiveness of closer controls over the intelligence community, freedom of information laws and the scrutiny of government through Congressional committees might be assessed. Congress has also attempted to restrain presidents in times of war, the effectiveness of which might be said to have been undermined by presidential executive powers. Candidates may consider the partisan nature of US politics in restraining the power of the president.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

36 Did the United States undergo a cultural revolution in the arts during the twentieth century?

AO1 – The question concerns the extent of change in the arts. The assumption behind the question is that there was change, but ‘a cultural revolution’ suggests that the change was radical with a clear impact on the culture of the country.

AO2 – In discussing the notion of ‘a cultural revolution’, candidates might consider several different strands of the arts. Developments in architecture, the theatre, literature, music, painting, sculpture, film and so on might be considered. Candidates may place greater emphasis on some art forms than others. The analysis could identify the threads of continuity of style and form within the arts. In addition, candidates may emphasise the importance of modern communications, especially television and radio, in promoting the arts, indeed, as a form of art themselves. Similarly, candidates may refer to the proliferation of museums and galleries and their significance.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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37 How radically did the agenda of conservatives in the United States change in the period from 1968 to 2000?

AO1 – The question is about what conservatives have seen as their concerns and aims ('the agenda') and to assess the degree of change in this agenda by 2000. Candidates may consider the political, economic, social and moral aspects of the conservative agenda.

AO2 – Defence of the Constitution and the values of freedom and democracy is a fundamental concern of conservatives, but were conservatives in 2000 more prepared to curtail certain freedoms in the interests of greater security? In practical politics, conservatives may be regarded as more uncompromising in 2000 than in 1968 with the rise of the Tea Party and the intractable nature of the Republicans in Congress. Candidates may consider the attitude of conservatives on gun control in light of the increase in the number of mass shootings over the period. The conservative agenda on civil rights for African Americans may also be assessed. In the light of the controversy over healthcare during Clinton's presidency, conservative views on social policy in broad terms might be assessed. Issues such as the rights of gay people and women might be analysed from the perspective of the conservatives.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

38 To what extent did organised religion influence social stability in the United States in the twentieth century?

AO1 – The question concerns the impact of organised religion as a factor in the social stability of the US. Candidates are likely to concentrate on Christian organisations although other faiths – Islam, Hinduism, Mormonism, etc. – might be considered.

AO2 – As a large percentage of the population is religious, candidates may argue that organised religion was a significant factor in the social stability of the twentieth century. The teaching and activities of organised religion emphasises traditional values of deference, adherence to strict moral codes, loyalty and commitment to family and country, all of which, it may be argued, is a force for social stability. However, candidates may argue that the inflexibility of organised religion on matters such as abortion and scientific advances, and their role in education, has had a destabilising effect on society. Candidates could make a distinction between those that are national in their organisation, such as the Catholic Church, or regional in their scope such the 'Bible-belt' or Utah.

AO3 – [not applicable to Outlines]

AO4 – Write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.