



Cambridge International Examinations
Cambridge Pre-U Certificate

HISTORY

9769/03

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

May/June 2017

MARK SCHEME

Maximum Mark: 90

Published

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This document consists of **25** printed pages.

Introduction

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

Examiners will 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 will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind 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 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 4 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 will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will 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 demonstrated.

Band 5: 25–30 marks

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.

Band 4: 19–24 marks

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.

Band 3: 13–18 marks

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.

Band 2: 7–12 marks

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 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.

Band 1: 1–6 marks

The answers 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; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. 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 and investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Section 1: c.1750–c.1820

Question	Answer	Marks
1	<p>Were matters of taxation the main reason for the deteriorating relationship between Britain and the American colonies before 1776?</p> <p>AO1 – Candidates' responses could cover a range of taxes introduced by Britain and explain the response of the American colonies to them. They could refer to the tax on sugar, the Townsend Duties and the Stamp Tax as the most controversial forms of taxation.</p> <p>AO2 – Candidates could categorise the taxes introduced (for example: on imported goods, services, trade, etc.) and assess the relative importance of them. The impact of these taxes could be analysed in terms of the breakdown in relations. In addition, other reasons for the deterioration in relations might be considered including: the Proclamation Act; the billeting of British troops; political developments; the activities of radical individuals and organisations in the colonies; and, the escalation of violence from the Boston Massacre to Lexington and Bunker Hill. Candidates could explore the interrelation of factors; for example, how taxation linked with political demands for representation and how the introduction of British troops to some extent was a response to the opposition to taxation.</p>	30

Question	Answer	Marks
2	<p>How great were the intellectual achievements of the American Enlightenment?</p> <p>AO1 – Candidates could consider the work of Franklin, Washington, John Adams, Jefferson, Tom Paine and James Madison. They might describe 'intellectual achievements' beyond the political sphere, such as the expansion of education, knowledge of science, mathematics and new developments in architecture and medicine which built on the European enlightenment but were often distinctively American. They may focus on the achievements of these individuals, while others may emphasise the ideas shared by these writers as a group.</p> <p>AO2 – While considering 'intellectual achievements', candidates might focus on the diversity of intellectual interests of the thinkers of the American Enlightenment, though for some the main achievements might be in political thought. The reform and expansion of US education to include at college level moral philosophy and a more modern curriculum encompassing mathematics and science, laid the basis for the expansion of thought after c.1750. There were achievements in science, notably Franklin's work on electricity, Benjamin Rush's medical advances and a new awareness of astronomy by William Smith. There were technical advances in metallurgy, agriculture and botany. The general spirit of enquiry and the testing of assumptions lay behind intellectual achievements in both science and political thought. Mason's Virginia Declaration of Rights and the declarations of the Declaration of Independence show the influence of a profound reflection on the nature of government and natural political rights.</p>	30

Question	Answer	Marks
3	<p>To what extent do geographical factors account for Britain’s defeat in the War of Independence?</p> <p>AO1 – Candidates should focus on how geographical factors contributed to Britain’s defeat. Candidates may stress the distance between Britain and the colonies, the extent of the colonies and how the terrain worked to the advantage of the rebels. However, other reasons for Britain’s defeat should also be considered.</p> <p>AO2 – Candidates might assess the problems of command and communication from Britain and within the Thirteen Colonies. Also, they could assess the nature of guerrilla warfare, in part due to geographical factors. Despite these problems, British forces enjoyed some successes (for example, Howe in 1776/7 and the advance through the South in 1778–80). Other factors might also be considered, such as: the political leadership of the Continental Congress; the military leadership of Washington; the composition of colonial forces; and, popular support. However, in all cases, candidates could assess the limitations of these factors. In addition, candidates could refer to the weaknesses and disadvantages of the British, for example: inept political and military leadership; foreign intervention; and, hostility from colonists. A judgement about the relative importance of geographical factors might then be made.</p>	30

Question	Answer	Marks
4	<p>Assess the strengths and weaknesses of the presidency of Jefferson.</p> <p>AO1 – Candidates could adopt a narrative approach, but the identification of strengths and weaknesses is likely to result in a more focused analysis. They may argue that his strengths were more evident in his first term. They may concentrate on foreign affairs, economic matters and political developments.</p> <p>AO2 – Candidates may stress the strength of Jefferson’s defence of US interests abroad, especially with France (e.g. the Louisiana Purchase). However, US ships were increasingly subject to British interception as part of the economic warfare between Britain and France. In response to the attack on the American ship, the Chesapeake, in 1807 Jefferson brought in the Embargo Act which was largely counter-productive and arguably started the drift to war with Britain in 1812. Yet, the economy was prosperous, based on sound financial policies and United States shipping expanded. Politically, the presidency was weakened by the rivalry between Vice President Burr and Hamilton which climaxed in tragedy for both men.</p>	30

Question	Answer	Marks
5	<p>What best explains changes in the extent of slavery in the period c.1750–c.1820?</p> <p>AO1 – Candidates are likely to identify some of the following factors as important: the climate of the South favoured plantation agriculture; cotton was highly profitable as demand increased; the invention of the cotton gin increased efficiency; the acquisition of the Louisiana Purchase allowed the potential of expansion westwards; the Missouri Compromise of 1820 allowed for the extension of slavery south of the agreed latitude; and, the opponents of slavery were a minority and the majority in the South were prepared defend it.</p> <p>AO2 – Candidates may classify factors as economic, political and social, and should attempt to weigh the significance of these different factors. Economic factors were crucial, for example, as: they increased demand for cotton; they encouraged the utilisation of more lands to the west; slaves were a convenient source of labour; and, Whitney’s gin hugely improved efficiency. Underlying all was the increase in the profit to be made from cotton production. The abolition of the slave trade in 1808 increased the value of slaves and enhanced the profit motive of slavery. Politically, the concept of States’ Rights enjoyed more moral support than notions of human injustice, and the Compromise of 1820, though limiting the northern border of slavery, allowed slavery to expand to its natural climatic limit and effectively legitimated slavery south of the line. Socially and culturally, slavery was regarded as benign, in the South at least, and as an integral aspect of Southern life by many outside observers. The National Anti-Slavery Society was not founded till 1833. Slavery was increasingly seen as a distinctive mark of the Southern states and its society: the ‘peculiar institution’ was seen as something to defend. Indeed, Southern apologists regarded the slave system as an essential safeguard against disorder and chaos that was assumed would come from freeing slaves, as had happened in Haiti in the 1790s.</p>	30

Section 2: c.1820–1865

Question	Answer	Marks
6	<p>How democratic was the presidency of Andrew Jackson?</p> <p>AO1 – Candidates might discuss some of the following: the role and duties of the president as the representative of the people; the use of patronage; cabinet government; the vote; the emergence of the ‘second party system’; States’ rights; and, the treatment of the Indians.</p> <p>AO2 – Candidates might assess Jackson’s style and values. He courted public opinion, claimed to be the representative of the people, held Congress to account and welcomed engagement. Critics charged him with abusing his power. His veto of Congress’s re-charter of the Bank of the United States fuelled the economic crisis of 1837 which had disastrous consequences for many. Jackson’s use of patronage was controversial. The ‘spoils system’ and the establishment of a ‘kitchen cabinet’ might be viewed as cronyism. Political campaigning was vigorous in 1828 and 1832, and involved large numbers of people as did elections at state and local level. However, women and most African Americans could not vote and he made no attempt to widen the franchise. Yet, the ‘second party system’ (a feature of the period from the mid-1830s to the mid-1850s) emerged from Jackson’s presidency. Jackson’s handling of the Nullification Crisis could be seen either as an indication of his tendency to centralise power or, on the other hand, the defence of the constitution and the Union. Jackson’s treatment of the Cherokees ignored the decision of the Supreme Court. Yet, agreements were made with 94 tribes and the interests of Georgia were upheld in his challenge of Chief Justice Marshall.</p>	30

Question	Answer	Marks
7	<p>'The acquisition of California was the most important achievement of the US foreign policy in the period c.1820 to 1861.' Do you agree?</p> <p>AO1 – Candidates should assess the value of California but also other achievements against which the acquisition of California may be weighed. Positive achievements about relations with Mexico, Britain and Spain might be considered.</p> <p>AO2 – Candidates may focus on the economic wealth of California and its importance politically in the development of the US. Relations with Mexico and the acquisition of Texas in the war of 1846-48 might be analysed. The resolution of her northern borders might be assessed. Candidates may be aware that in many instances the US government was merely reacting to the activities of individual citizens rather than setting the agenda. They may also refer to the acquisition of Florida in 1819. Other aspects of foreign policy might be weighed against the territorial acquisitions, such as California and the other gains of the Mexican War, and the Gadsden Purchase of 1853. The US exerted its naval power in the period, for example, through the shelling of the Falkland Islands in 1833, and also extended its trading rights in Asia (such as, through treaties with Siam in 1833 and 1856, and with Japan following the Perry Expedition 1853-4). The US managed to avoid further conflict with Britain by settling the Oregon question in 1846 and signed the Clayton-Bulwer Treaty of 1850. Candidates might also consider the relative importance of the statement of principle in the Monroe Doctrine.</p>	30

Question	Answer	Marks
8	<p>What best explains the secession from the Union of the Southern States, 1860–1861?</p> <p>AO1 – Candidates may refer to short- and long-term events. Emphasis may focus on: the formation of the Republican Party, 1854; the civil war in Kansas, 1856; the Dred Scott Affair, 1857; John Brown's Raid, 1859; the election of Lincoln, 1860; and, Fort Sumter, 1861. They may concentrate on the political principles and cultural values that explain secession, such as States Rights and slavery.</p> <p>AO2 – Candidates may analyse the significance of events individually or thematically, and some may stress the cumulative effect of a sequence of events. Was Lincoln's election merely the trigger that sparked secession? More rigorous analysis may assess the fact that four slave states stayed in the Union and that West Virginia broke away from Virginia rather than secede. Candidates may consider the failure of attempts to broker agreement between the Southern states and the North including the Washington Conference of 1861, as an indication of the lack of will to find a solution. An examination of the extent of the cultural, economic and political divide between the sections might be attempted.</p>	30

Question	Answer	Marks
9	<p>How far was the defeat of the Confederacy due to its economic weakness?</p> <p>AO1 – Candidates are likely to emphasise Confederate weakness in terms of men, money and materials. The naval blockade of the South weakened its economy. The North dominated the inland waterways and railways, which were of economic and military significance. However, other factors that account for the defeat of the South should be assessed: the quality of Southern military commanders and political leaders, and her diplomatic isolation.</p> <p>AO2 – Candidates may argue the North was far stronger economically (e.g. population, industry and trade), yet the strength of the South in these areas should be recognised. Slavery meant a greater proportion of men from the South were able to fight without affecting the economy. However, losses of men in battle were more keenly felt in the South. The effects of the blockade of the South might be analysed. The longer the war progressed the more important the economic weakness of the South became. Also, the leadership qualities of Lincoln and Davis might be compared. Military commanders like Lee and Jackson were, arguably, the equal of Grant and Sherman.</p>	30

Question	Answer	Marks
10	<p>What best explains Abraham Lincoln's victories in the presidential elections of 1860 and 1864?</p> <p>AO1 – Candidates should identify and assess the importance of factors that explain Lincoln's success in the elections. Some may look at each election in turn, but others might adopt a comparative approach and analyse the similarities and differences between the two.</p> <p>AO2 – Candidates might regard Lincoln's personal qualities as one of the factors that were relevant to his success in both elections. Another similarity was the strength of his support in the North to the virtual exclusion of the South. In looking at the differences between the elections, candidates might stress the contextual circumstances, the advantages of being an incumbent president in 1864 rather than as a challenger in 1860 and the improved political strength of Lincoln in 1864. Some weighting of the importance of each factor is required with a judgement about what 'best' explains his victories.</p>	30

Section 3: Themes c.1750–c.1900

Question	Answer	Marks
11	<p>‘The disadvantages of westward expansion outweighed the benefits.’ Did they?</p> <p>AO1 – Candidates may treat the disadvantages and benefits of westward expansion discretely. Some may adopt a more thematic approach and choose to assess the positives and negatives of westward expansion in terms of its effect politically, economically, socially and in other ways.</p> <p>AO2 – Candidates might consider the difficulty of governments in the East to assert control over territories and states established further west, and the tension created with its neighbours, especially Mexico. However, westward expansion resulted in the creation of a single state from one coast to the other. Economically, the development of the West was spontaneous and unplanned yet provided scope for business, enterprise and labour. Socially, the impact of westward expansion on Native Americans and the influx of immigrants might be assessed. Westward expansion provided opportunities for minorities and religious groups, but individual liberties were often compromised by the lawlessness of the West. A judgement on the statement is needed.</p>	30

Question	Answer	Marks
12	<p>Why were relations between Native Americans and the US government so poor in the nineteenth century?</p> <p>AO1 – Candidates should focus on the factors that affected relations between the government and Native Americans. They may regard the government as more responsible than Native Americans for the poverty of relations between the two, but others may provide a more balanced view. Consideration of changes over time would be relevant.</p> <p>AO2 – Candidates might consider the displacement of Native Americans in lands east of the Mississippi by the 1840s. Legislation such as the Homestead Act and the acquisition of land from Native Americans is relevant. The Indian Wars clearly divided and created bitterness. Also, governments failed to honour treaties or abide by the decisions of the Supreme Court. Concessions to railway companies and the promotion of the economic development of the West were usually at the expense of Native Americans. Initiatives supposed to help Native Americans (e.g. the support of charities and missionaries to work with Native Americans, the establishment of the Bureau of Indian Affairs) might be analysed as often being to the detriment of their culture, traditions and livelihood. The impact of reservations and attempts to assimilate Native Americans from the late 1880s might be discussed.</p>	30

Question	Answer	Marks
13	<p>How great was the impact of immigration on US society in the period c.1840–c.1920?</p> <p>AO1 – Candidates are likely to interpret the question in broad terms to include the social, economic and political impact of immigration. The positive and negative aspects of points of immigration identified should be assessed with the focus on its significance</p> <p>AO2 – Candidates may assess the social impact. 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, and 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.</p>	30

Question	Answer	Marks
14	<p>‘Laissez-faire attitudes were central to the expansion of industry in the US in the period 1865–1914.’ Discuss.</p> <p>AO1 – Candidates might define ‘laissez-faire’. Most presidents and politicians in Congress held the view that business was best served by government standing aside. They should consider other factors, including enterprise and innovation, a supply of cheap labour and plentiful resources.</p> <p>AO2 – Candidates might discuss the issue of tariffs. Although reduced, tariffs remained and were of benefit to industry but detrimental to agriculture. The government was largely friendly to big business, yet monopolist tendencies throttled smaller businesses and exploited workers which encouraged the government to apply some measures to curb the powers of trusts. The availability of capital was crucial to investment. Resources (coal, timber, oil iron and other metals such as copper) were cheap to exploit and transport networks were extended and adapted to the needs of business. The large labour force also provided a healthy internal market. Corporations were large, able to develop modern technologies and co-ordinate the various strands of production. Individuals such as Carnegie had the enterprise, initiative and drive needed. There were plenty of risk-takers, many of whom failed, but many succeeded.</p>	30

Question	Answer	Marks
15	<p>How strong was the Temperance movement in the nineteenth century?</p> <p>AO1 – Candidates might assess the strength of the Temperance movement in terms of the support for it from the public and politicians. Candidates may focus on the record of achievement of the movement. Some will reflect on the fluctuating fortunes of the movement and the changes to it over time.</p> <p>AO2 – Candidates may concentrate on the later nineteenth century as the movement had limited support in the early 1800s. They may discuss the importance of religious groups like the Women’s Christian Temperance Union. From the 1880s, the Temperance movement had political influence. Protest marches increased over time but were confined to major cities. If women were prominent in Temperance organisations such as the Anti-Saloon League, the contribution of men should be recognised. The conservative nature of society especially in some states helps account for the strength of the Temperance movement and by 1914, 18 states had banned alcohol. The impact of the First World War should be stressed. The argument that most beer was brewed by Germans and, therefore, in the circumstances, it was unpatriotic to drink beer, was a powerful viewpoint that helped bring about the 18th Amendment and the Volstead Act. Some may rightly question the strength of the Temperance movement given that prohibition in the 1920s was observed more than breached.</p>	30

Question	Answer	Marks
16	<p>What best explains the rapid development of the railway system in the nineteenth century?</p> <p>AO1 – Candidates might provide some indication of the scale and extent of the railway system to illustrate the rapidity of its development. Answers are likely to focus on a variety of factors such as: demand, government support, the capacity of US industry, investment and the railway barons.</p> <p>AO2 – Candidates may stress the benefits of the railways in the movement of goods and people and the fact that railway expansion was to a degree determined by demand. Government support was extensive in terms of loans from states and grants of land alongside their railways. The availability of the materials and engineering skills needed to build railways might be emphasised explaining the linkage to the steel and coal sectors. Capital was plentiful and railways offered the prospect of good returns on investment especially after 1865. Railway barons such as Vanderbilt were ruthless and uncompromising with competition between companies an additional factor in spurring the development of railways.</p>	30

Section 4: 1865–1914

Question	Answer	Marks
17	<p>‘A complete failure.’ Discuss this view of Reconstruction from 1865 to 1877.</p> <p>AO1 – Candidates should analyse the period in question with a view to judging the overall record of Reconstruction. In doing so they should show awareness of the word ‘complete’. As such, candidates might consider the positives as well as the negative aspects of Reconstruction.</p> <p>AO2 – Candidates may emphasise the Black Codes of 1865 which discriminated against African Americans. The Freedman’s Bureau, 1865, did much useful work until 1872 yet many officers were corrupt and, hijacked by the Republicans, it made whites even less sympathetic to African Americans. All states but Mississippi ratified the 13th Amendment abolishing slavery. The 14th Amendment of 1866 allowed equality of civil rights but it led to savage anti-Negro riots; yet, by 1870 it was accepted in all southern states. The 15th Amendment, ending racial discrimination in voting, was another advance for African-Americans. The latter exercised their rights with limited effect. Only in South Carolina did African Americans have a majority in the state legislature, and only a few held posts of importance. Some carpet baggers made a positive contribution in schools but, when many returned disillusioned, this advantage was lost. By 1877, all state governments were in the hands of whites. Worse, the KKK emerged, and the Democrats recovered their power in the South which was strengthened by the withdrawal of federal troops in 1877.</p>	30

Question	Answer	Marks
18	<p>Was the Populist movement anything more than a pressure group representing farming interests?</p> <p>AO1 – Candidates should explain how the Populist movement represented farming interests. However, they should also be aware that the movement became a political party with a broader constituency.</p> <p>AO2 – Candidates might consider the history of the Granger Movement, the Greenbacks and the Farmers’ Alliances. Though they had similar aims, they also differed (e.g. inflationary fiscal initiatives, co-operative ventures, reform of transport arrangements). From 1892, the People’s Party emerged from these groups with its own agenda. Candidates might assess its record (e.g. several State governors and legislatures supported them; they competed in the Presidential elections of 1892, 1896 and 1900). The Populist movement may have declined thereafter, but its influence on the two major parties was considerable and may be assessed as evidence that it was more than a pressure group for farmers.</p>	30

Question	Answer	Marks
19	<p>How great was US imperial power in the period c.1880–1914?</p> <p>AO1 – Candidates might define the ways in which US imperial power may be assessed, perhaps the extent of the land it controlled, the influence it exerted and its position relative to other imperial powers. In doing so, they may focus on US foreign policy in specific regions of the world.</p> <p>AO2 – Candidates might assess the significance of US acquisitions such as Hawaii, the Philippines, Guam and Puerto Rico. Examples of the USA exerting influence, as in Cuba (Guantanamo), Panama (the canal) and other Central American states might be considered of more importance than the lands that they directly annexed. USA involvement in China and Mexico might be analysed. The deployment of the US naval globally might be considered. Some candidates might make a distinction between the economic, political and military power of the USA. Some might regard US power as more extensive in some places than others and to have fluctuated over time within the period in question.</p>	30

Question	Answer	Marks
20	<p>‘A missed opportunity.’ How appropriate is this view of the domestic reforms of Theodore Roosevelt?</p> <p>AO1 – Candidates might define the term in question. They may provide an assessment of successes and failures. They may stress the difference between expectations and achievements.</p> <p>AO2 – Candidates may identify the key issues faced by Roosevelt which were corruption in politics, industrial relations and social deprivation. Roosevelt seized the opportunity to tackle these issues. Candidates may refer to his State of the Union address, 1901, which outlined his aspirations for a ‘square deal’. Candidates might analyse: his support of reform in the civil service to reward merit; efforts to conserve resources; the greater regulation of business; and, his intervention in industrial disputes. However, the courts were inclined to favour big business and his policies alienated many conservative Republicans. Campaigners complained he did not do enough. To some extent he was constrained by the charge of ‘socialism’ levied at him by his enemies to which he was sensitive as a moderate reformer. Candidates could argue that the real advances in this period were achieved at a local level rather than through the work of the federal government. Slum clearances, the development of better services, improvements in health and safety and attempts to purge corruption and make politicians more accountable were initiated by city and town governments rather than Roosevelt.</p>	30

Question	Answer	Marks
21	<p>Was his policy of neutrality in the First World War the main reason why Woodrow Wilson won a second term as president in November 1916?</p> <p>AO1 – Candidates should explore the reasons for Wilson’s victory in November 1916. Due emphasis should be given to his policy of neutrality in the war in Europe but other factors, notably economic and political factors, should be assessed.</p> <p>AO2 – Candidates may stress the importance of neutrality; it was the traditional policy of the USA. Public opinion was overwhelmingly for neutrality when war began in 1914 and in 1916 Wilson campaigned on the slogan, ‘He kept us out of war’. To counter this point, candidates might explain that many thought Wilson was not taking a firm enough stance against Germany and that by November 1916, as a result of events in the war (the U-Boat campaign, the nature of war, etc.), public opinion was less firmly for neutrality. Also, economic prosperity worked in Wilson’s favour as voters were more concerned with jobs and security than they were about war. However, candidates may point out that economic prosperity was linked to neutrality in that as a result of it, the USA was able to sell more abroad. Wilson’s record since 1914 in delivering his pledge to introduce a ‘New Freedom’ may be considered a factor and the effectiveness of his reforms might be assessed. Some may argue the Republican Party offered limited opposition but Roosevelt’s return to the Party was a boost to it. Wilson’s victory was, in the end, by a narrow margin.</p>	30

Section 5: 1914–1953

Question	Answer	Marks
22	<p>How extensive was social change in the US in the 1920s?</p> <p>AO1 – Candidates should focus on the degree of social change. They may concentrate on different social groups such as women, African Americans and working men. Some may focus on broader issues such as changes in entertainment, housing and education and so on. Whatever approach is adopted, candidates may touch on economic change which helps explain social change.</p> <p>AO2 – Candidates are likely to argue that opportunities were expanded for women in the work place and in terms of personal freedoms. However, the role and position of women changed little in rural areas and opportunities were often regional. The lot of the African American changed little despite the Great Migration. Working men may have benefitted from the economic prosperity of the decade but arguably their social position remained static. Developments in film, radio and entertainment might be discussed. The increasing urbanisation of the US may have brought change but also entrenched established social norms. The abrupt disruption to the economy in 1929 might help inform judgements about the extent of social change.</p>	30

Question	Answer	Marks
23	<p>‘The most important consequences of the Wall Street Crash was a fundamental change in the role of federal government.’ Discuss with reference to the period 1929–1941.</p> <p>AO1 – Candidates should provide an analysis of the role of federal government in the period concerned. In addition, they should consider other consequences of the Crash and come to a judgement about the relative importance of the former compared with others.</p> <p>AO2 – Candidates might argue that the role of federal government did change in so far as its role was greater than before. Contemporary criticism that federal government was too centralised would seem to support this. The expansion of Presidential power might be explored. There is huge scope for candidates to examine some of the ways in which federal government acted in implementing the New Deal and responding to changed international circumstances after 1939. Candidates might evaluate how fundamental any changes were as federal government under Hoover did not change and they might explain that governments in the past had been interventionist. Economic and social changes arising from the Crash might be assessed. Arguably, capitalism and the traditional social order were upheld.</p>	30

Question	Answer	Marks
24	<p>To what extent was US foreign policy, in the period 1920–1941, one of ‘isolation’?</p> <p>AO1 – Candidates might refer to the debate about US foreign policy in this period. To address this question, candidates should assess the record of US foreign policy with a view to outlining ways in which policy was isolationist and ways in which it was not in order to arrive at a judgement.</p> <p>AO2 – Candidates might analyse some of the following positions of the US. The US did not join the League, but it did support the ILO. In economic affairs in the 1920s, the US adopted protectionism yet it was instrumental in resolving the reparations crisis with the Dawes and Young Plans. The US adopted a policy of neutrality yet it hosted the Washington Conference on disarmament and helped initiate the Kellogg-Briand Pact. Roosevelt reduced US involvement in Latin America, yet he upheld the dictatorship of Batista in Cuba and the Lima conference of 1938 reinforced the Monroe Doctrine. The US was not involved in the various crises in Europe in the 1930s, but arguably this was because it was constrained for logistical reasons. Although neutral when war broke out in China in 1936, and Europe in 1939, the US supported the Allies with the Lend-Lease Act.</p>	30

Question	Answer	Marks
25	<p>‘The Berlin Blockade was the greatest foreign policy challenge faced by President Truman.’ Discuss.</p> <p>AO1 – Candidates should focus on the challenge posed by the Berlin Blockade. However, other challenges should be analysed and candidates might choose to look at: the immediate aftermath of the war; the challenge posed by the USSR in Europe; the dangers of the nuclear arms race; the communist takeover of power in China; and, the Korean War.</p> <p>AO2 – Candidates may examine the threat the Blockade posed to US interests. They may also assess the difficulties and dangers of the airlift. On the other hand, by 1948, the USSR controlled the whole of Eastern Europe and, in that respect, the threat of USSR expansion immediately after 1945 might be considered to be a greater challenge especially as the USA failed to supplant the USSR. If the containment of communism was the main aim of US policy, then Mao’s takeover in China might be thought to be a greater challenge. This might be linked to the war in Korea as the USA and China were involved. Some candidates might argue that the acquisition of the A Bomb by the USSR in 1949 was the most serious challenge as it undermined the advantage the USA enjoyed previously. As such some might argue that challenges emerging after 1949 were greater than those before.</p>	30

Question	Answer	Marks
26	<p>What best explains the extent of support for McCarthy in the years 1947–1953?</p> <p>AO1 – Candidates should attempt to provide reasons for the support for McCarthy and arrive at a judgement. Knowledge of the international context as well as domestic developments will be relevant. Answers should attempt to weigh the relative significance of the explanatory factors.</p> <p>AO2 – Candidates are likely to argue that events abroad increased fears about communism. Reference to events in Eastern Europe including the civil war in Greece, the Berlin Blockade and the activities of Cominform in supporting communists in Western Europe might be expected. The support of immigrants from Europe, some of whom had fled communism was important. The Chinese Revolution of 1949 might be discussed. Events in Korea might also be analysed. The acquisition of the atom and hydrogen bombs by the USSR might be assessed. On the domestic front, candidates might highlight the growth of socialist groups in the USA. Furthermore, the effects of anti-communist rhetoric and propaganda might be assessed. The publicity of congressional hearings and the celebrity status of many of those accused by the committees might be considered important. The personality of McCarthy himself might be considered relevant. Also, the Catholic Church supported McCarthy as a ‘religious crusade’.</p>	30

Section 6: 1953–2012

Question	Answer	Marks
27	<p>How extensive was economic and social change during Eisenhower’s presidency?</p> <p>AO1 – Candidates may argue that as the 1950s were known as an ‘Age of Affluence’ this descriptor suggests that it was a time of rising prosperity implying economic and social change. However, an assessment of the extent of change is required.</p> <p>AO2 – Candidates may measure economic change in terms of rising GDP and average incomes which were considerable. Also, productivity levels rose with the use of labour-saving machinery which eased the burden of those in work. The building industry boomed partly with the construction of homes so improving social conditions. Increased demand fuelled the growth of the car industry and expanded ownership increased mobility for the population. Large schemes to improve transportation included the Great Lakes-St Lawrence Seaway and a massive expansion in the mileage of highways. However, federal subsidies were reduced which marked a significant change from the policies of the New Deal. Despite such changes some things did not change much. The lot of farmers continued to decline. Levels of poverty remained high. Economic recession occurred in 1953 and 1957–1958. Although science education was expanded, the attempt to provide healthcare was flawed. The civil rights agenda was advanced, but only marginally.</p>	30

Question	Answer	Marks
28	<p>How successful was the United States in achieving its aims in foreign policy in the years 1953–1963?</p> <p>AO1 – Candidates should define the aims of the United States abroad. They might either consider specific regions of the world and assess the success of the United States in them or take a broader overview of US policy.</p> <p>AO2 – Candidates who adopt the latter approach are likely to stress the aim of containing communism. In doing so they might analyse US policy in Hungary, 1956, their response to the defeat of the French in Vietnam, and the emergence of Castro in Cuba. The expansion of a nuclear arsenal in the United States superior to that of the USSR might be analysed. In discussing this, and linked to the previous aim, candidates might discuss the Cuban Missile Crisis. In its dealings with China candidates might assess the record of the United States in the defence of Taiwan. How successfully the United States upheld the Monroe Doctrine in Central and South America might be analysed.</p>	30

Question	Answer	Marks
29	<p>‘The Great Society was a great success.’ Discuss this view of President Johnson’s domestic policy.</p> <p>AO1 – Candidates should assess the positive and negative aspects of the Great Society. Some reference to Johnson’s aims and reasons for reform would be appropriate as a way of measuring their success. In general terms, it aimed to provide greater opportunity for individuals, to improve standards of living in a material and moral sense, and to instil optimism and hope.</p> <p>AO2 – Candidates may argue that money was provided for education at all levels, yet local school boards often directed the money to middle class pupils. The Medical Care Act led to the building of hospitals, more nurses and doctors and medical testing. Yet, the Medical Care Act did not match expectations in that not all prescriptions were covered, and some argued it did not provide more than that which charities had previously covered but at huge cost to the tax payer. Laws to support house building, slum clearance, improve urban transport and improve the cleanliness of cities were introduced. Allied to this were measures to preserve the environment and its wild life with national parks and sanctuaries. A huge amount was achieved, on a par with the projects of FDR. However, the scale of urban deprivation was huge and much was left undone. Money was spent on giving people useful jobs with the Head Start, Jobs Corps and public works initiatives. The minimum wage and social security rates were raised. Black people benefited. The number of families in poverty dropped by a quarter within a few years but later rose. Local politics and ethnic issues often thwarted the aims of the reforms. It might be argued that progress was made and steps taken were built on later.</p>	30

Question	Answer	Marks
30	<p>‘Despite his personal inadequacies, Nixon was a great president.’ How valid is this judgement?</p> <p>AO1 – Candidates should analyse Nixon’s record with some assessment of both domestic and foreign policy. They could consider whether his personal inadequacies were so grave that they overshadowed his achievements.</p> <p>AO2 – Candidates are likely to focus on the Watergate scandal with an assessment of the damage it caused Nixon. If nothing else it limited his term of office and chances of implementing policy. The basis of his nickname, Tricky Dicky, and its importance might be explored. Candidates might analyse Nixon’s record on the economy, civil rights, social and environment policies. Nixon’s foreign policy especially on Vietnam, 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 his personal inadequacies, candidates may conclude that Nixon was a great president.</p>	30

Question	Answer	Marks
31	<p>Which of Ronald Regan and George H W Bush deserves the greater credit for helping to bring the Cold War to an end?</p> <p>AO1 – Candidates should attempt to weigh the importance of the contribution of both presidents. When Reagan stepped down as President in 1989, the Cold War was still a reality. Most would say it ended within the presidency of G H Bush. Knowledge of US relations with the USSR from 1981 to 1993 is central to this question. Candidates might consider defence policy, diplomacy and the response of the USA to international events in this period.</p> <p>AO2 – Candidates might argue that the build-up of US military forces by Reagan was such that the USSR was persuaded to reach accommodation with the West. Yet, some might argue that this intensified the Cold War. By contrast, it might be suggested that the scaling back of the arms race under Bush encouraged the USSR to compromise. In his diplomacy Reagan was outwardly bellicose, famously referring to the USSR as an ‘evil empire’. Yet, he was also prepared to talk with the USSR and agreements were reached. Bush was also an effective diplomat and held talks with both China and the USSR. In their response to international events both backed forces working against authoritarianism. Candidates might argue that as vice president to Reagan, Bush deserves greater credit for his involvement over a longer period, but others may choose Reagan for initiating policies pursued by Bush.</p>	30

Question	Answer	Marks
32	<p>‘The partisan nature of national politics in the US explains the limited success of President Obama’s first term in office.’ Discuss.</p> <p>AO1 – Candidates may identify Obama’s aims. In broad terms, he promised ‘change’ in many ways. At home, he hoped to improve opportunity and reduce inequality. Abroad, he aimed to avoid involving the US directly in military conflict.</p> <p>AO2 – Candidates may argue that opposition from the Republicans in Congress was a major factor in restricting the ability of Obama to introduce reforms. Further, the Tea Party mobilised public opinion against Obama’s programme. Arguably, it was Republican opposition that thwarted his aim of closing Guantanamo as a prison. However, some may argue that success was limited by the financial restraints consequent on the banking crisis of 2008, Obama’s inexperience and the scale of the challenges he faced. Some may argue that his success may appear limited due to the high expectations of him raised during his election campaign and the fact that he was the first non-white president.</p>	30

Section 7: Themes c.1900–2000

Question	Answer	Marks
33	<p>‘It was only the participation of the US in world wars that brought about significant change in the role and status of women.’ Discuss.</p> <p>AO1 – Candidates should assess the degree of change brought about by the world wars. Some may consider the immediate impact of the wars and others are may focus on the longer perspective. In addition, candidates might explain changes made that resulted from developments other than war.</p> <p>AO2 – Candidates might explain how the wars improved opportunities of employment for women. However, for many this was short-lived and did not extend into the post-war economy. Some might argue that the involvement of the US in the First World War, at least, was limited and made little difference to the role and status of women. In the world of work, women were regarded as inferior to men in terms of job opportunities, rates of pay and the length of the working week. Arguably, cultural developments were more significant than wars in explaining the greater scope and freedom enjoyed by women. The majority of women experienced little social change in this respect anyway. The improved political status of women was a gradual process from the later 19th century rather than a result of the wars. Besides, after 1945, the US remained a male-dominated society. More progressive attitudes in government and the activities of women’s organisations might be considered relevant factors.</p>	30

Question	Answer	Marks
34	<p>How much did the development of an ‘imperial presidency’ in the twentieth century owe to the Kennedy administration?</p> <p>AO1 – Candidates may define the notion of the ‘imperial presidency’. It originated with Schlesinger’s book in the 1960s and it is based on the premise that the presidency was beyond control and presidents exceeded their constitutional powers. The author of the notion, Schlesinger, a member of JFK’s cabinet, had personal experience to draw from.</p> <p>AO2 – Candidates may emphasise the celebrity, almost regal, status of JFK deliberately crafted by others and propagated through the media. The importance of television might be stressed. Candidates might focus on the foreign policy initiatives of JFK in Cuba and Vietnam in particular, as examples of his power. Candidates might assess his domestic policies in the same light, notably his decisions to intervene in civil rights issues. Examples of the exercise of executive orders might be assessed. However, JFK was restrained by Congress, Senate hearings and the scrutiny of the media. In assessing how much the ‘imperial presidency’ owed to JFK, candidates may consider the record of other presidents such as FDR and Nixon.</p>	30

Question	Answer	Marks
35	<p>What best explains the social and political frustrations of the young in the US in the period c.1960–c.1980?</p> <p>AO1 – Candidates should identify the factors that account for the discontent of youth in the period. They may focus on some of the following: cultural developments; the war in Vietnam; economic matters; civil rights; criticisms of government; and, access to education. Some candidates may explain how frustrations varied within the young, for example, depending on whether they were women, African Americans, middle or working class, and so on.</p> <p>AO2 – Candidates may elaborate on the permissiveness of the decades and the impact of ‘hippy’ culture, including the significance of protest music (e.g. Dylan, Baez). Reservations about US policy abroad may be explored, evidenced in protests such as Kent State. Concerns about job and career prospects might be examined especially in the 1970s. Many were frustrated by the lack of progress in advancing civil rights. There was disillusionment with government and the political process. Access to education was a cause of frustration to many. Candidates may indicate that such frustrations were not universally shared by the young if only because conservative attitudes prevailed in many regions. A judgement on the importance of different factors is needed.</p>	30

Question	Answer	Marks
36	<p>‘Threats to the internal security of the country best explain the rise of a conservative culture in the US in the years 1968–2000.’ Do they?</p> <p>AO1 – Candidates should provide an explanation for the emergence of a conservative culture. Threats to the internal security of the country should be assessed as should a range of other reasons. A judgement is needed about the relative importance of threats to security.</p> <p>AO2 – Candidates may explore various ways in which internal security was threatened. They may focus on terrorist threats and attacks, especially from the 1990s. The threat from mass immigration might be analysed. The threat of political and religious ideas might be explored. In addition, the extent of violent protest within the civil rights movement since the death of MLK might be analysed. Protests against US foreign policy have stirred the conservatism of those who support the extension of US power abroad. Developments in religion, including the controversy about gay bishops and extra-marital sex, have served to stimulate conservative tendencies. Pressure from many quarters to restrict the ownership of guns has aroused the hostility of those who defend the right to bear arms. Candidates could consider whether some factors were more important in the earlier part of the period and others in more recent years.</p>	30

Question	Answer	Marks
37	<p>‘Large-scale immigration weakened social cohesion and stability in the US in the period 1945–2000.’ Did it?</p> <p>AO1 – Candidates should consider ways in which immigration was divisive and created instability. A full answer would acknowledge a counter-argument that immigration had a positive effect. Some indication of the scale and source of immigration might be helpful.</p> <p>AO2 – Candidates might argue that cohesion and instability has been more of a problem in areas of concentrations of immigrants (e.g. Mexicans in the South West, Puerto Ricans in New York City) encouraging racist prejudice. Migrants are often linked to the problems of the ghetto (crime and disorder). Fears about uncontrolled immigration have a negative social impact. Cohesion is threatened by fears that immigrants exploit the welfare system. Further, in difficult times immigrants are often resented as poaching jobs. Candidates might be able to provide example of unrest and disunity as a result of these points. However, it could be argued that immigration has helped develop a more cohesive multi-racial society not least because the benefits provided by the immigrants are recognised by others (e.g. labour in certain sectors of the economy, the benefits of diversity, contributors as taxpayers, etc.) Some might argue that cohesion and stability were in danger more in recent times (a function of scale and relaxed laws) than earlier in the period.</p>	30

Question	Answer	Marks
38	<p>‘The social and political influence of organised religion in the US in the twentieth century has been exaggerated.’ Discuss.</p> <p>AO1 – Candidates should consider the influence of Christian organisations and other faiths such as Islam, Hinduism, Mormonism, etc. A distinction might be made between those that are national in their organisation, for example the Catholic Church, or regional in their scope like the churches in the ‘Bible Belt’.</p> <p>AO2 – Candidates may point out the significant factor that a large percentage of the population is religious. Organised religion has been particularly important in the lives of large numbers of immigrants who have moved to the US over the century. On the social influence of organised religion, candidates might analyse its impact in education (e.g. influencing the syllabus, the appointment of teaching staff, funding, etc.) and on issues such as sex, the role of women, equality and so on. The impact of organised religion in the fields of medicine, animal research and politics might be analysed. The political influence of organised religion might be assessed by reference to state and federal government and presidential elections.</p>	30