



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**AMERICAN HISTORY**

**0409/01**

Paper 1 Making of a Nation

**For examination from 2018**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

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This document consists of **28** printed pages.

## Generic Marking Principles

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

### GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

### GENERIC MARKING PRINCIPLE 2:

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

### GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

### GENERIC MARKING PRINCIPLE 4:

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

### GENERIC MARKING PRINCIPLE 5:

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

### GENERIC MARKING PRINCIPLE 6:

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

## Subject Specific Guidance

The indicative content included in the mark scheme is not exhaustive and valid alternative answers should be accepted.

**Generic levels of response marking grids****Table 1**

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

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

**Table 2**

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

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

**Section A: Emergence of a Nation 1754–1890**

Question	Answer	Marks
1(a)	<p><b>What were the weaknesses of the Articles of Confederation?</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Congress had the power to pass laws but the federal government could not force states to obey its laws (1), if a state did not support a federal law they could simply ignore it. (1)</li> <li>• The federal government had no power to regulate trade or commerce between states. (1)</li> <li>• There was no federal army or navy. (1)</li> <li>• Each state could issue its own paper money. (1)</li> <li>• The federal government did not have the power to tax. (1)</li> <li>• There was no system of federal courts. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>
1(b)	<p><b>Explain why the Bill of Rights was introduced.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• The Bill of Rights was designed to put limits on the power of the federal government after the Constitution was ratified. These rights, such as “freedom of speech”, were seen as “natural” so they could not be taken away no matter how strong a government got. They were introduced by James Madison to try and remove the fears of anti-federalists that the federal government, created by the Constitution, would be too powerful.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Anti-federalists didn’t like the new Constitution.</li> <li>• People wanted the right to free speech and to bear arms.</li> <li>• Many Americans were worried about powerful governments.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• People wanted more rights.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
1(c)	<p><b>“The expansion of voting rights was the most significant feature of Jacksonian Democracy”. To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>• The expansion of the voting franchise was a very important feature of Jacksonian Democracy because it increased the number of people involved in politics. The Jacksonians believed that voting rights should be extended to all white men and that requirements associated with wealth or property ownership should be removed. This was mostly done by the 1850s.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• The increase in presidential and executive power was another significant feature of Jacksonian Democracy. This meant that Congress had less power than under the Jeffersonian system and the president could promote ideas he favored such as Manifest Destiny and laissez-faire economics.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Jacksonians believed in laissez-faire economics.</li> <li>• During this period all white males were given the vote and property qualifications were removed.</li> <li>• Jacksonians supported Manifest Destiny and later, free white labor.</li> <li>• Jackson himself was against the idea of a national bank.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• I agree, lots more people got the vote.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>10</b>

Question	Answer	Marks
2(a)	<p><b>What was the Louisiana Purchase, 1803?</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• The Louisiana Purchase doubled the size of the United States overnight. (1)</li> <li>• France sold the United States territory under the Louisiana Purchase (1); it cost about 4 cents per acre. (1)</li> <li>• Napoleon arranged the sale of c.827 000 square miles of land (1); it ended French colonialism in the Midwest of the United States. (1)</li> <li>• The United States gained the port of New Orleans. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>
2(b)	<p><b>Why did the United States acquire Florida in 1819?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• After the American War of Independence, Florida was returned to Spain but Spain found it difficult to control and there were many border disputes. The Spanish empire was experiencing difficulties with its colonies in Central and South America and so eventually agreed to give the territory to the United States providing it took on the \$5 million of claims by residents against the Spanish government. The Adams-Onis Treaty was signed in 1819.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The border between Florida and Georgia saw frequent skirmishes between Seminole Indians and slave owners.</li> <li>• The United States was eager to expand into Florida to stop runaway slaves from heading into the territory.</li> <li>• Spain was struggling to control its empire across the Americas.</li> <li>• Andrew Jackson had entered the Florida territory with troops during the First Seminole War.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• The United States wanted to get bigger and took control of Florida.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
2(c)	<p><b>To what extent were relations with Great Britain the most important factor in defining the borders of the United States before 1853? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>• The treaty that was signed with Britain over the Oregon Territory and the border of Canada was one of the most important events to define the borders of the United States. This was because debate over where the border lay between the United States and Canada became more pressing as people flocked to Oregon in the 1830s and 40s. The treaty that was signed in 1846 set the boundary at the 49th parallel.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• The relationship between Mexico and the United States was more important for defining the borders of the United States. This was shown during the disputes over Texas, which had been controlled by Mexico but was annexed by the United States in 1845–46. Large areas of territory in the Southwestern United States were also added under the terms of the Treaty of Guadalupe Hidalgo, which was signed in 1848.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Revolutionary War ended in 1783 when the United States was victorious against Great Britain.</li> <li>• The United States and Spain had disputes over where the territory purchased under the Louisiana Purchase actually was.</li> <li>• Napoleon arranged the Louisiana Purchase with the United States in 1803.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• I disagree because the United States disagreed with lots of other countries.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>10</b>

Question	Answer	Marks
3(a)	<p><b>Describe the events of the Sand Creek Massacre in 1864.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• The attack took place in the Colorado territory in 1864. (1)</li> <li>• The Colorado militia was led by Colonel John Chivington (1); he and his men were not charged for the events at Sand Creek. (1)</li> <li>• The militia led an attack on the Cheyenne and Arapaho Indian villages. (1)</li> <li>• More than 100 Indians were killed (1), despite the American flag flying over their village. (1)</li> <li>• The massacre took place after a series of skirmishes following the Treaty of Fort Wise in 1861. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>

Question	Answer	Marks
3(b)	<p><b>Why was there a battle at Wounded Knee in 1890?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• During the last years of the nineteenth century many Native Americans had been relocated to reservations, but the Sioux leader, Sitting Bull, had refused to live on one. In the years before the 1890s, he had been gathering a following from across the Plains, tribes who believed that the reservation system was harming the Native American population. On December 15, 1890 Sitting Bull was killed as the US army attempted to arrest him because they mistakenly believed he was trying to lead a revolution as part of the Ghost Dance movement. This caused a lot of unrest among the tribes at the Pine Ridge reservation and meant that tensions were high. This was one of the causes of the battle that took place there on December 29.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Dawes Act in 1887 had established a series of reservations for Native Americans.</li> <li>• Sitting Bull was killed when the army was trying to arrest him in December 1890.</li> <li>• The Ghost Dance was a religious revival that started with the Paiutes tribe and then spread among the Plains Indians.</li> <li>• Nobody knows who fired the first shot, but there was a massacre of the Native Americans at Pine Ridge Reservation.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• The US army was trying to control the Native American population.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
3(c)	<p><b>“The Reservation System was the main factor that weakened Native American communities in the nineteenth century”. To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>• The Reservation System was the biggest factor in destroying Native American culture in the last half of the nineteenth century. This was because many tribes found themselves removed from their lands and could not deal with the territory they were placed in. For example, many nomadic tribes were forced to settle in a particular area but had no knowledge of farming or irrigation methods they would need to survive.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• There were many other factors that damaged Native American culture in the last half of the century. One of these was the setting up of schools which aimed to “Americanize” youngsters from the tribes. These schools forced children to learn English and practice Christianity as well as dressing in an “American” way. These ideas often split tribes and caused young people to lose touch with their culture.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Dawes Act of 1887 offered Native American families the chance to own 160 acres of tribal land.</li> <li>• The Red River War in 1874–5 was fought between the US army and Native American tribes.</li> <li>• Nomadic tribes were forced to live in one area and encouraged to farm.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• I agree because reservations changed peoples’ lives.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>10</b>

Question	Answer	Marks
4(a)	<p><b>Describe what happened in “Bleeding Kansas”.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• In 1854 the Kansas-Nebraska Act was passed to open up the territory to the Transcontinental Railroad. (1)</li> <li>• Part of the Kansas-Nebraska Act was the inclusion of Popular Sovereignty (1); this encouraged settlers to move to the territory. (1)</li> <li>• The state was flooded by pro-slavery settlers and abolitionists wanting to vote in elections and decide how the state should be run. (1)</li> <li>• Two state capitals were set up (1); one that was pro-slavery in Leocompton and one that was pro-abolitionists in Topeka. (1)</li> <li>• The tensions led to open warfare in the territory between pro- and anti-slavery settlers (1); one example was the Battle of Osawatomie. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>
4(b)	<p><b>Explain how the actions of John Brown increased sectional tensions.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• John Brown led the attack on the federal arsenal at Harpers Ferry in October 1859. This attack caused tensions to grow because although Republican politicians made it clear that they opposed the actions of Brown, it was soon discovered that he had received funding from abolitionists in the North. This meant that many Southerners saw the actions of Brown as further evidence that the North wanted to abolish slavery completely rather than just restricting its growth.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• John Brown attacked Harpers Ferry with 18 men and was going to distribute weapons to freed slaves.</li> <li>• John Brown was tried and executed for treason on December 2, 1859.</li> <li>• John Brown led an attack on pro-slavery forces at Pottawatomie Creek in Kansas; this battle killed 5 men as part of “Bleeding Kansas”.</li> <li>• John Brown had received Northern money to help him with the attack on Harpers Ferry.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• John Brown wanted to end slavery and led an attack against slavery.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
4(c)	<p><b>To what extent was the issue of States' Rights the most important cause of the Civil War? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>The issue of States' Rights was what disagreements kept returning to throughout the build up to the Civil War so it was the most important cause. As the United States grew, different states had different interests, which meant they disagreed. Sometimes this was about slavery but it also included economic questions, for example after the California Gold rush in the late 1840s and the building of the Transcontinental Railroad. The Calhoun Doctrine showed the importance of States' Rights when it reaffirmed the sovereignty of each state and their right to leave the union.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>In the end, many of the conflicts that seemed to be about States' Rights were actually about slavery, which was really the most important cause of the Civil War. Looking back even to the Missouri Compromise of 1820, it was clear that rules needed to be made to keep different states happy because of their disagreements over the extension and spread of slavery. This shows that States' Rights were not the most important cause of the Civil War.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>The Compromise of 1850 increased the strength of Fugitive Slave laws.</li> <li>Popular sovereignty was one way of states deciding what they wanted for themselves.</li> <li>Lincoln challenged the idea of states seceding when he was elected.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>I disagree because it was slavery that caused the Civil War.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>10</b>

Question	Answer	Marks
5(a)	<p><b>Describe the economic impact of the Transcontinental Railroad.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• The Transcontinental Railroad made transporting goods much cheaper (1); within 10 years of construction, \$50 million was being shipped coast to coast. (1)</li> <li>• The railroad had a specific impact on some industries such as the cattle and meat industry (1); trains were used to bring cattle from the South to Northern cities such as Chicago. (1)</li> <li>• Products from Asia such as Japanese tea could now be shipped more easily to the East coast. (1)</li> <li>• Minerals and other resources were mined across the Midwest for use in the construction of the railroad. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>
5(b)	<p><b>Why did labor unions emerge during the second half of the nineteenth century?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• Labor unions emerged in the second half of the nineteenth century to express the opinions and protect the rights of the rising urban workforce. For example, the Knights of Labor argued for an eight-hour working day and the end of child and convict labor. It also supported the passing of the Chinese Exclusion Act, which shows that workers were worried about the influence of foreign labor.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Unions like the Knights of Labor let women and African Americans join.</li> <li>• The American Federation of Labor founded in 1886 mainly supported skilled people in craft unions.</li> <li>• There were a lot more people working in factories in this period and people often had to work long hours.</li> <li>• Child labor was a concern for many people working in factories.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• Unions started because workers wanted to have a say in what was going on.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
5(c)	<p><b>“The consequences of economic growth were positive from 1850 to 1890.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>• Economic growth improved the standard of living for many people through the new technologies and inventions that came with industrialization, for example, the invention of a light bulb that would last for hundreds of hours by Thomas Edison in the 1870s. This meant that electricity became commercially available and was able to change the way many people lived their lives. This shows that economic growth in the period had largely positive consequences.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Economic growth was not all positive and for many people it made their living and working conditions substantially worse. For example, the growth of cities as a result of industrialization meant that the quality of housing and the levels of sanitation became a problem during the period. Tenements in areas like the Lower East Side of New York City were often full of disease, which shows that economic growth also had a negative impact on peoples’ lives.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The telephone was invented by Alexander Graham Bell in the 1870s.</li> <li>• During the 1860s, a wave of typhoid killed thousands of people in New York City.</li> <li>• The railroad helped people make money by transporting goods from the East to new states in the West.</li> <li>• Working conditions in factories were sometimes worse than those experienced by people before moving to the city.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• I agree because there were lots of new inventions that made life better.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>10</b>

Question	Answer	Marks
6(a)	<p><b>What were the terms of the Homestead Act, 1862?</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Every citizen of the United States who had not rebelled against the federal government could claim 160 acres of land. (1)</li> <li>• Claimants had to improve the land by building a dwelling or farming the area. (1)</li> <li>• After 5 years, the land became the property of the settler for only a small fee. (1)</li> <li>• People could buy the land after 6 months for \$1.25 per acre. (1)</li> <li>• After the Civil War, Union soldiers could use the time they had served to obtain land more quickly under the Act. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>
6(b)	<p><b>Explain why the Chinese Exclusion Act of 1882 was passed.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• The 1870s had seen a period of hard economic times where Americans had struggled with low wages and unemployment. The Chinese population in many cities got the blame for some of these conditions because it was said they were prepared to work for low wages and in poor conditions. A lot of racist propaganda was published to fuel these ideas. The result of this was the passing of the Chinese Exclusion Act in 1882, which banned all Chinese immigration for ten years.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Levels of Chinese immigration grew after the California Gold Rush of 1848–55 with Chinese miners moving to the area.</li> <li>• The Panic of 1873 had meant hard economic times for many of the Northern industrial cities.</li> <li>• Chinese workers were accused of many crimes and were charged laundry operation fees to try and limit their success.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• Nobody liked Chinese people so they wanted to exclude them.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
6(c)	<p><b>To what extent did new immigration have a positive impact after 1860? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>• Large groups of people moving to the United States had a big impact on the social make up of many towns and cities. Large groups of immigrants often occupied specific areas of cities and changed the culture by introducing new food, clothing, language, and entertainment. For example, hundreds of thousands of Finns arrived from Scandinavia in the last decades of the nineteenth century transforming areas of Michigan and Minnesota where they lived in largely Finnish communities. This shows that there were many positives related to new immigration.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• There were many negative impacts of new immigration; one of these was the way it supported corrupt political power in big cities. As part of the “Boss” system in New York City, Irish laborers supported William M. “Boss” Tweed in return for him providing jobs through work programs. Immigrants often benefited from the “Boss” system in a time where there was no welfare system but it brought a lot of corruption and criminality to cities. This shows that there were many negative effects of new immigration.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In the West, Chinese workers were employed in domestic service, farms, and also in the mines; many white workers shied away from this type of work.</li> <li>• Immigration also impacted on living conditions. Overcrowding in major cities occurred, which led to the spread of disease such as typhoid, typhus, and cholera.</li> <li>• The Irish, Germans, and Scandinavians built local schools to preserve traditions and language. Migrants in general were integrated into a mass culture.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• Immigration changed America a lot because people lived differently.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>10</b>

**Section B: Consolidating the Nation 1890–2000**

Question	Answer	Marks
7(a)	<p><b>How did the book “How the Other Half Lives”, published in 1890, describe life in cities?</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Jacob Riis used the new technology of flash photography (1); this showed readers what conditions in dark tenement buildings were like. (1)</li> <li>• The book gathered together shocking statistics on tenement living. (1)</li> <li>• President Theodore Roosevelt read the book and closed down the worst of the lodging houses. (1)</li> <li>• Riis showed a lot of prejudice toward Irish and Jewish communities in his book. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>
7(b)	<p><b>Explain how labor unions tried to improve working conditions in the early twentieth century.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• At the beginning of the twentieth century unions began to take on a new form and fight for different causes. For example, the Industrial Workers of the World, or “the Wobblies”, who were founded in 1905, encouraged class conflict and taking on employers. In their leaflets they suggested that “The working class and the employing class have nothing in common”. They wanted to organize all workers into one union and then take over factories from employers and run them for the benefit of the working class.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Yellow dog contracts, which banned workers from going on strike, were the target of many unions.</li> <li>• The Wobblies led the Bread and Roses strike in Massachusetts in 1912.</li> <li>• The Triangle Shirtwaist Factory fire made many people angry about working conditions.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• Labor unions wanted people to be safer at work.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
7(c)	<p><b>“The work of the ‘muckrakers’ was the most important influence on Progressive Era reformers.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>Although initially the “muckrakers” were treated by politicians with disrespect it was not long before they were taken seriously. After President Roosevelt read Sinclair’s <i>The Jungle</i>, he informed the writer that he would investigate his claims about the existence of corruption if they could be proved. Other “muckrakers” such as Lincoln Steffens and Ida Tarbell were very successful in uncovering hard evidence about corruption in city politics (St. Louis) and big business (Standard Oil Company). This shows that “muckrakers” had a large influence on Progressive reformers.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>“Muckrakers” were only one of a number of influences on the Progressive Era reformers. Congress often set up its own committees to investigate what was thought to be corrupt business practice. Under President Wilson, a congressional committee reported that American business and commerce was still dominated by over-powerful monopolies and trusts. As monopolies and trusts were considered to get in the way of economic efficiency, Wilson encouraged the strengthening of the Sherman Antitrust Act by influencing Congress to pass the Clayton Antitrust Act (1914).</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>The “muckrakers” were mainly journalists such as Upton Sinclair, who highlighted some of the corruption that was apparent in politics and the world of business.</li> <li>President Roosevelt coined the phrase “muckraker” to describe the work of the journalists which at first he disapproved of.</li> <li>Women’s groups seemed to have a significant influence on the Progressive Era reformers. The National Consumers League, for example, founded in 1899, aimed to make sure that factory owners followed state laws, paid decent wages, and generally treated workers humanely.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>“Muckrakers” wrote books about living and working conditions and lots of people were upset by them.</li> </ul> <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
8(a)	<p><b>What was meant by the term “laissez-faire government” in the 1920s?</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• In the 1920s, Republican presidents tried to interfere with the economy as little as possible. (1)</li> <li>• The federal government kept taxation low (1); they believed that this would help businesses make and invest more money. (1)</li> <li>• Andrew Mellon, the Secretary of the Treasury, said “a decrease in taxes causes an inspiration to trade and commerce”. (1)</li> <li>• Presidents Harding and Coolidge believed that the individual was better at making decisions than the federal government. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>
8(b)	<p><b>Why were consumer goods important to the economic boom of the 1920s?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• New consumer products drove up production in the 1920s meaning that there were more jobs in manufacturing and greater profits. One example of this was the automobile industry, which combined low prices and affordable credit to make a car something that everyone wanted to own. For example, the Ford Model T cost \$260 in 1924 and by 1929 there was one car on the road for every five Americans.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Electric refrigerators, washing machines, and irons saved women hours of work every week.</li> <li>• New methods of canning and freezing made food cheap to buy and store.</li> <li>• Many people began to buy on credit through department stores.</li> <li>• Advertising techniques kept people wanting more of the new goods.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• In the 1920s, Americans started to buy lots of new products and spent more money.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
8(c)	<p><b>To what extent did economic opportunities for women increase during the 1920s? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>• The growing prosperity in the 1920s had a large impact on the lives of many American women. For many women the decade gave them the opportunity to work outside the home, something that had been experienced during the First World War but was otherwise not seen as acceptable. The 1920s saw a 25% increase in women working, with 10.6 million in employment by 1929. This change was a result of the new prosperity as many women worked in shops or factories making or selling consumer goods.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Although economic opportunities increased for some women this was not the case for all women. A large percentage of women still stayed at home and worked in the traditional roles of housewife and mother. There was also a difference depending on the geographical context; this meant that women in rural areas were much more likely to still have relatively few economic opportunities, whereas jobs for women in cities changed more.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Young women became known as flappers and dressed in a modern way with a new short hairstyle; they were often called “New Women”.</li> <li>• Women were able to take advantage of many new technologies to help them with the housework.</li> <li>• Lots of women still stayed at home and looked after children rather than working outside the home.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• I agree because women could do lots of different things in the 1920s.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>10</b>

Question	Answer	Marks
9(a)	<p><b>Describe the events of the Wall Street Crash in 1929.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• In September 1929 some financial experts warned that the US economy was slowing down. (1)</li> <li>• Many investors started to feel nervous about the value of their shares (1) and decided to sell them while the price was good. (1)</li> <li>• On October 24, 12.8 million shares were sold (1); this became known as Black Thursday. (1)</li> <li>• On Tuesday October 29, 16 million shares were sold at very low prices. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>
9(b)	<p><b>Explain how President Hoover responded to economic problems.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• President Hoover tried to take measures to combat the growing economic crisis after the Wall Street Crash of 1929. One example of this was the Smoot-Hawley Tariff Act, which tried to protect American farmers by putting high tariffs on international imports. A drop in prices had been a problem for many farmers during the late 1920s but this action did not solve the problems within the economy. Instead, it led other countries to retaliate with high tariffs of their own that destroyed international trade. This meant that many economic problems grew and the Depression hitting America became even worse.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• President Hoover established the President's Emergency Committee for Employment in 1930.</li> <li>• President Hoover was reluctant to take the country into debt while trying to solve economic problems.</li> <li>• The Reconstruction Finance Corporation (RFC) gave money to railroads and banks for loans.</li> <li>• The first Glass-Steagall Act released \$750 million in gold reserves to help with business loans.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• President Hoover caused the Depression because he didn't do anything.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
9(c)	<p><b>“The most important achievement of the New Deal was to stabilize the banking system.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>• President Roosevelt identified the failings of the banking system as one of the biggest causes of the Depression. After the Wall Street Crash, bank runs had done major damage to the whole economy and between 1929 and 1933 40% of banks were bankrupt. Roosevelt tackled this by briefly closing banks and then passing the Emergency Banking Act, which outlined plans to reopen some banks under Treasury supervision and with federal loans. This was an important act as it started to give people confidence in the banking and finance system.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• The most important action President Roosevelt took in the early days of the New Deal was to get people back to work by starting works programs. Unemployment stood at 25% in 1933 whereas it had been only 4% before 1929. The National Industrial Recovery Act created the Public Works Administration (PWA), which was in charge of works programs and spent money getting people back to work. This was important as it got lots of ordinary people back to work.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Works Progress Administration (WPA) was set up to focus on small projects to get unskilled people back to work.</li> <li>• Roosevelt set up the Alphabet Agencies such as the Tennessee Valley Authority.</li> <li>• The Civilian Conservation Corps helped build schools, set up school lunch programs, and tackled other areas of rural poverty.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• Roosevelt got the economy working again by spending lots of money.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>10</b>

Question	Answer	Marks
10(a)	<p><b>What happened during the Great Migration?</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• During the Great Migration over six million African Americans moved from the South to the North of the United States. (1)</li> <li>• Many African Americans left behind the poor economic conditions of the South to look for work in the North after the First World War (1); a factory wage in the North was roughly three times what they could expect to make working the land in the South. (1)</li> <li>• People wanted to escape the segregationist laws of the Southern states and find a new life in cities such as Chicago and New York. (1)</li> <li>• Many African Americans moved to specific areas of cities (1), for example Harlem in New York City. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>
10(b)	<p><b>Explain how some Jim Crow laws were successfully challenged in the 1950s.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• In 1954 the doctrine of “Separate but Equal” was challenged by the NAACP during Brown vs. Board of Education. Thurgood Marshall argued that not allowing Linda Brown to attend an all-white school went against the idea of “equal protection” in the 14th amendment. The Earl Warren court passed a unanimous decision that said separate education was “inherently unequal”. This showed that Jim Crow ideas of segregation could be challenged.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In December 1955 Rosa Parks refused to give up her seat on a bus and the locals boycotted the buses.</li> <li>• In 1957 President Eisenhower sent 1000 National Guard troops to Little Rock, Arkansas, to keep African American students safe.</li> <li>• Earl Warren was in charge of the Supreme Court during this period and held more liberal views.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• African Americans started to disagree with Jim Crow laws in the 1950s.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
10(c)	<p><b>“The method of peaceful protest used by Martin Luther King was the most effective approach to improving the lives of African Americans in the 1960s.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>• The March on Washington in 1963 was led by Martin Luther King and showed what the power of non-violence could do. This was one of the most significant events of the Civil Rights movement and changed public opinion of the African American movement. This meant that in 1964 when the Civil Rights Act was passed many people supported it. So the peaceful protest of Martin Luther King was the key factor in improving the lives of African Americans.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• In the 1960s other groups challenged the way that Dr. King organized protested and wanted to look at other ways of changing lives. The Student Nonviolent Coordinating Committee (SNCC) worked with King but also disagreed on some tactics. They wanted to look beyond integration to broader social change. In 1966 Stokely Carmichael became their leader and argued for “Black Power”, which had a big effect on the way many younger African Americans saw themselves. This approach became more important than non-violence in the later 1960s.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In 1965 the Voting Rights Act was passed, which gave African Americans protection from not being allowed to vote.</li> <li>• Martin Luther King made his “I have a dream speech” in Washington, D.C. in 1963.</li> <li>• Malcolm X believed that African Americans should use “any means necessary” to gain equality.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• Martin Luther King was very important in Civil Rights and he was assassinated because of it.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>10</b>

Question	Answer	Marks
11(a)	<p><b>What was the Truman Doctrine?</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• The Truman Doctrine was announced by President Harry Truman on March 12, 1947. (1)</li> <li>• The Truman Doctrine said that the United States would intervene to help any country that was threatened with becoming communist. (1)</li> <li>• Truman wanted to help countries stand up to the Soviet Union after the Second World War (1); the focus was on countries like Greece and Turkey where Communism was a threat. (1)</li> <li>• The Truman Doctrine was supported by a financial package known as Marshall Aid. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>
11(b)	<p><b>Why did the United States become involved in the Korean War?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• The United States became involved in Korea as part of a combined United Nations force along with 20 other nations. This showed the American commitment to supporting the UN in actions where peace had been breached. As a result, Truman did not seek a formal declaration of war from Congress as it was part of the UN “police action”. The Korean War was one of the first tests for how the new international community would work after the Second World War.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In June 1950 North Korean troops crossed the 38th parallel and entered South Korea.</li> <li>• Truman had a policy of containment after the Second World War.</li> <li>• Korea had been split after the Second World War and the North had soon become a communist country backed by China and the Soviet Union.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• The United States got involved in the Korean War because of communism.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
11(c)	<p><b>To what extent was the Cuban Missile Crisis the most significant confrontation between the United States and the Soviet Union from 1945 to 1989? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>• The Cuban Missile Crisis was the most significant confrontation between the United States and the Soviet Union because of the Soviet missiles on Cuba. In October 1963 the United States discovered that there were long-range missiles placed on Cuba that were capable of attacking anywhere within a radius of 2200 miles. The United States blockaded Cuba and stopped Soviet ships from reaching the area. This was significant because the Soviet Union was operating in the “backyard” of the United States and both sides were heavily armed with nuclear weapons.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• In November 1983 the United States and the Soviet Union came close to conflict after years of Cold War because of the Able Archer exercises. This included a series of practice drills such as using new secret codes, and meetings with important members of NATO, to simulate what might happen if the two sides went to war. At the time NATO was also preparing to place Pershing II missiles in Western Europe. The exercise looked very real to the Soviet Union, which began to prepare for real war. Some historians of the Cold War have claimed that this was the point where the world was actually closest to seeing a full-fledged war between the United States and the Soviet Union.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• The Korean War was a proxy war where the United States and the Soviet Union backed each side.</li> <li>• On October 28, 1962, Khrushchev agreed to remove missiles from Cuba.</li> <li>• During the Berlin Airlift, Stalin threatened to shoot down US planes.</li> <li>• In 1979 the Soviet Union invaded Afghanistan; this was a proxy war with troops on the other side being backed by American money.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• The Cuban Missile Crisis was important because there were lots of Soviet weapons in Cuba.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>10</b>

Question	Answer	Marks
12(a)	<p><b>Describe the results of McCarthyism.</b></p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• McCarthyism made many people believe that Communist sympathizers had infiltrated all aspects of American society. (1)</li> <li>• People feared that public figures such as politicians and movie stars were Communists (1); this was added to by the work of Senator McCarthy and the House Un-American Activities Committee. (1)</li> <li>• Even sport was affected by the scare; the Cincinnati Reds changed their name to the Redlegs to avoid sounding Communist. (1)</li> <li>• People believed there was “no smoke without fire” (1); in 1954 a poll showed that 50% of Americans supported McCarthyism. (1)</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>4</b>
12(b)	<p><b>How did President Kennedy try to change the United States with his “New Frontier” program?</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p><b>Example: explanation</b></p> <ul style="list-style-type: none"> <li>• During his inauguration speech Kennedy challenged Americans to “Ask not what your country can do for you, ask what you can do for your country.” He saw the “New Frontier” reaching into many areas of peoples’ lives and looking to the future. One aspect of this was challenging the United States to put a man on the moon by the end of the decade, and during his administration John Glenn became the first American to orbit the earth. Kennedy saw this as a way of the United States pushing into the modern world and challenging old ways of doing things.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• Kennedy signed laws raising the minimum wage from \$1 to \$1.25.</li> <li>• In 1962 Kennedy cut taxes to try and stimulate the economy.</li> <li>• Kennedy wanted to protect large areas of wilderness from development but Congress blocked this.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• Kennedy wanted to change the way the United States was run and how people lived.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>6</b>

Question	Answer	Marks
12(c)	<p><b>“The federal government dealt with economic issues successfully during the period from 1970 to 1989.” To what extent do you agree with this statement? Explain your answer.</b></p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p><b>Example: explanation (one sided)</b></p> <ul style="list-style-type: none"> <li>• During the 1980s the economic policies of Reaganomics had some successes in dealing with economic issues that faced the United States. At the end of President Carter’s term in 1980 both unemployment and inflation had been high. President Reagan managed to reduce inflation from around 14% in 1980 to about 4% by the end of his presidency. This was done through a series of economic policy actions concentrating on lowering taxation and encouraging growth, which shows that the federal government dealt successfully with economic issues.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• The economic issues caused by the Vietnam War were not dealt with well by the government in the 1970s. The war had a huge impact on the US economy as so much money and resources were being used to fight the war. Factories that would usually have been making consumer goods were focused on military production and so much money was being spent on the military that there was a government deficit. These problems led to many of the economic issues of the 1970s, which shows they were not dealt with very well.</li> </ul> <p><b>Example: identification/description</b></p> <ul style="list-style-type: none"> <li>• In 1973 an oil embargo imposed by OPEC meant that there was a crisis in the United States because the country relied on foreign oil.</li> <li>• Inflation rates in the 1970s were very high; there was a high demand and low supply of things like cars, houses, and jobs.</li> <li>• The 1970s saw a huge rise in unemployment; by the end of the decade around 5.8% of workers were without a job.</li> <li>• Reagan’s tax cuts for the most wealthy in society saw federal debt rise during the 1980s.</li> </ul> <p><b>Example: general answer lacking specific subject knowledge</b></p> <ul style="list-style-type: none"> <li>• The government dealt with issues badly because people were poor in the 1970s.</li> </ul> <p>Other relevant responses should also be credited.</p>	<b>10</b>