



## Cambridge Pre-U

---

### HISTORY

9769/03

Paper 3 United States History Outlines c.1750–2005

May/June 2023

### MARK SCHEME

Maximum Mark: 60

---

**Published**

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

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

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

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

**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.

## Introduction

This assessment is designed to test skills in the handling and evaluation of source material but answers should be informed by and firmly grounded in wider contextual knowledge.

## Generic guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.

## Assessment Objectives

### AO1

Recall, select and deploy historical knowledge appropriately.

### AO2

Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement.

### AO3

Analyse, interpret and evaluate source material and/or interpretations of the historical events studied.

## Generic levels-based mark schemes

These level descriptions address Assessment Objectives (AOs) 1 and 2, and should be used in conjunction with the indicative content for each question in the mark scheme.

**Mark grid for all essay questions**

<b>Level</b>	<b>Description</b>	<b>Marks</b>
5	<p>Contains consistent analysis and argument. Outlines valid criteria for assessing the question, and there is consistent focus on the demands of the question. Uses an appropriate range and depth of argument and supporting knowledge.</p> <p>Coherent and effective structure.</p> <p>Arguments and explanations are clear and well developed. Judgements are developed and well supported by accurate and relevant knowledge.</p>	17–20 marks
4	<p>Contains analysis and argument although there may be some descriptive material. There is overall focus on the demands of the question with attempts at establishing criteria for assessing the question. The range and depth of argument and supporting knowledge may be uneven.</p> <p>Recognisable and coherent structure.</p> <p>Arguments and explanations are generally clear, but unevenly developed. Judgements are adequately supported by some accurate and relevant knowledge.</p>	13–16 marks
3	<p>Contains some analysis and much descriptive material. Focus on the demands of the question is uneven and the range and depth of argument and supporting knowledge may be limited.</p> <p>Some structure and organisation.</p> <p>Arguments, explanations and judgements may be attempted. These are undeveloped and not adequately supported by accurate or relevant knowledge.</p>	9–12 marks
2	<p>Any analysis is brief and undeveloped, and the response is mainly descriptive. There is a very limited attempt to respond to the demands of the question.</p> <p>Limited structure and organisation and lacks coherence.</p> <p>Arguments may be attempted. Supporting knowledge has limited depth, accuracy and relevance and this does not go much beyond generalisations.</p> <p>Any judgements are unsubstantiated.</p>	5–8 marks
1	<p>Includes some information that is relevant to the topic. The information does not relate to the demands of the question and so there is no analysis. Very brief, fragmented or obviously unfinished. There is no structure or organisation.</p> <p>Arguments may be attempted, and some knowledge included, but these are not accurate or relevant.</p> <p>There are no meaningful judgements.</p>	1–4 marks
0	No creditable response.	0 marks

Question	Answer	Marks
1	<p><b>‘Taxation best explains the increasingly strained relations between Britain and the Thirteen Colonies, 1763–1774.’ Does it?</b></p> <p>The question requires a supported judgement about the relative importance of economic factors and political issues as reasons for the increasingly strained relations between Britain and the Thirteen Colonies.</p> <p>Taxation might include:</p> <ul style="list-style-type: none"> <li>• Import taxes: on sugar (1764); Townsend Duties (1767).</li> <li>• The increased activity of customs officials to enforce duties.</li> <li>• The Stamp Tax (1765) and the response of the Sons of Liberty.</li> <li>• The Tea Act (1773) and the Boston Tea Party.</li> </ul> <p>Other reasons might include:</p> <ul style="list-style-type: none"> <li>• Republican ideas of the American Enlightenment including the influence of Tom Paine’s ‘Common Sense’.</li> <li>• Laws regulating colonial trade e.g. Navigation Acts.</li> <li>• The Proclamation Act (1763), which inhibited the exploitation of the interior.</li> <li>• Military rule in Massachusetts, including the Boston Massacre and the laws of 1774.</li> <li>• The lack of representation at Westminster.</li> <li>• The actions of the Committees of Correspondence.</li> </ul>	20

Question	Answer	Marks
2	<p><b>What best explains the increasing success of the colonial forces during the War of Independence, 1775–1783?</b></p> <p>The question requires an assessment of the reasons for the success of the colonial forces during the War of Independence. In reaching a judgement, answers might indicate how this success developed over the years of conflict with Britain.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> <li>• Initial weakness of colonial forces relative to British power, regional and class divisions, strength of loyalist sentiment.</li> <li>• A sense of purpose/destiny emerged from propaganda (e.g., ‘Commonsense’), the moral conviction of the Declaration of Independence, early engagements (e.g. Lexington, Bunker Hill).</li> <li>• The political direction of the Continental Congress compared with the lassitude of the British government.</li> <li>• Emergence from the dark days of Valley Forge and the steadfast leadership of Washington throughout the period.</li> <li>• The boost provided by support from France, Spain and the Armed Neutrality of the North.</li> <li>• The significance of key battles such as Saratoga and Yorktown.</li> <li>• The effectiveness of guerrilla warfare in the south.</li> </ul>	20

Question	Answer	Marks
3	<p><b>Were financial matters the dominant concern of the Federal government, 1789–1800?</b></p> <p>The question requires a supported judgement on the importance of financial affairs to the government. Other concerns at home and abroad, some of which may be regarded as financial in nature, might be assessed to reach a conclusion.</p> <p>Financial matters might include:</p> <ul style="list-style-type: none"> <li>• The scale of the indebtedness of the USA after the war.</li> <li>• Measures to deal with foreign debts and those of the states.</li> <li>• The management of the debts of the individual states.</li> <li>• The establishment of the First Bank of the United States and a Sinking Fund.</li> <li>• The tariff of 1789.</li> </ul> <p>Other concerns might include:</p> <ul style="list-style-type: none"> <li>• The development of the party-political system.</li> <li>• The Whiskey Rebellion, 1794.</li> <li>• Relations with France and England.</li> <li>• Consolidation of the economy and society.</li> <li>• Constitutional affairs i.e. Bill of Rights.</li> </ul>	20

Question	Answer	Marks
4	<p><b>Were US presidents more concerned with domestic or foreign policy in the years 1800 to 1825?</b></p> <p>The question requires a judgement about whether US presidents prioritised domestic or foreign policy. Answers might consider the context as determining the policies of the presidents.</p> <p>Developments at home might include:</p> <ul style="list-style-type: none"> <li>• Party politics.</li> <li>• The Missouri Compromise which set the limits of slavery.</li> <li>• Support of westward expansion including relations with Indians and the application of Land Acts.</li> <li>• Construction of highways and canals to foster trade and settlement.</li> <li>• Constitutional issues concerning property rights and the Bank of the US.</li> </ul> <p>Developments abroad might include:</p> <ul style="list-style-type: none"> <li>• The purchase of Louisiana and the acquisition of Florida.</li> <li>• The War of 1812: the outcome of this conflict might be discussed.</li> <li>• Relations with Central and South America including the Monroe Doctrine.</li> <li>• Trade relations with other countries.</li> <li>• Attempts to resolve border disputes with Britain.</li> </ul>	20

Question	Answer	Marks
5	<p><b>Why was slavery so entrenched in the South by c.1820?</b></p> <p>The question requires an assessment of the reasons that explain why slavery was so firmly established in the South. Answers might assess a range of economic, social and political factors.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• Slave labour was essential to the economy.</li> <li>• Technological change e.g. the cotton gin encouraged the expansion of cotton plantations.</li> <li>• The vested interests of slave owners.</li> <li>• Slavery was an integrated part of the social order.</li> <li>• Politically, the states exercised their rights to allow slavery.</li> <li>• No effective organisation existed to challenge the institution of slavery.</li> <li>• The Missouri Compromise, 1820, tacitly acknowledged that slavery was entrenched in the South.</li> </ul>	20

Question	Answer	Marks
6	<p><b>Why were opponents of slavery increasingly active in the period c.1820 to 1850?</b></p> <p>The question requires an assessment of the reasons for the increase in the anti-slavery activity in the period. Emphasis on the reasons rather than activities as such is desirable. In reaching a judgement, answers might show an awareness of change over time.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• The Missouri Compromise, 1820.</li> <li>• The Nat Turner Rebellion, 1831.</li> <li>• The formation of the Anti-Slavery Society (1833).</li> <li>• The increasing problem of fugitive slaves.</li> <li>• The establishment of slavery in Texas.</li> <li>• Business interests (in the North especially) regarded slavery as a negative economic factor.</li> <li>• The ramifications of the California Compromise.</li> <li>• The notion of 'slave power' became more alarming.</li> </ul>	20

Question	Answer	Marks
7	<p><b>How great an impact did the presidency of Jackson have on the US politics of his day?</b></p> <p>The question requires a supported judgement about the impact of Jackson's presidency. Answers might adopt a thematic approach or present an argument looking at the ways it had a considerable impact and ways in which its impact was less.</p> <p>Issues that might be analysed include:</p> <ul style="list-style-type: none"> <li>• Jackson's style and manner.</li> <li>• The second party system and the elections of 1829 and 1833.</li> <li>• The 'spoils system' and the image associated with it.</li> <li>• The Nullification Crisis, 1829–32.</li> <li>• The treatment of Native Americans.</li> <li>• Relations with Congress and the Supreme Court.</li> </ul>	20

Question	Answer	Marks
8	<p><b>What best explains support in the South for Secession, 1860–1861?</b></p> <p>The question requires a supported judgement about the relative importance of different reasons for the growth in support for secession.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• Increasing bitterness of Congressional politics.</li> <li>• The emergence of the Nebraska-Kansas crisis.</li> <li>• The increasing influence of the Anti-Slavery Society, 1833.</li> <li>• Reluctance of Northern states to uphold the fugitive slave laws.</li> <li>• The emergence of the Republican Party.</li> <li>• Widespread support for 'states rights'.</li> <li>• John Brown's Raid.</li> <li>• The election of Lincoln.</li> </ul>	20

Question	Answer	Marks
9	<p><b>What best explains the Union victory in the Civil War, 1861–1865?</b></p> <p>The question requires a supported judgement about the reasons why the North won the civil war. In reaching a judgement, answers might assess the relative importance of the reasons discussed.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• A comparison of the economic strength of the North compared with that of the South.</li> <li>• The naval blockade of the South.</li> <li>• The quality of Union commanders compared with those of the South.</li> <li>• The leadership of Lincoln compared with that of Davis.</li> <li>• The numerical superiority of the North.</li> <li>• The significance of victories at Antietam, Gettysburg and Vicksburg amongst others.</li> </ul>	20

Question	Answer	Marks
10	<p><b>'The reasons for westward expansion from the 1850s were substantially different from those in the first half of the nineteenth century.' Were they?</b></p> <p>The question requires the evaluation of reasons for westward expansion with a comparison of those that applied to the first part of the century with those relevant to the later years. Answers may identify reasons common to both periods if to differing degrees.</p> <p>Reasons before 1850 might include:</p> <ul style="list-style-type: none"> <li>• Lands acquired: Louisiana Purchase, Texas and further west.</li> <li>• The pioneering spirit, sense of exploration and adventure.</li> </ul> <p>Reasons from the 1850s might include:</p> <ul style="list-style-type: none"> <li>• The attraction of mining (gold, silver).</li> <li>• Railways made movement easier.</li> <li>• Population pressure (including a rise in immigration to the US).</li> <li>• The effects of the Civil War.</li> <li>• Government incentives in terms of land purchase etc.</li> <li>• Developments in farming and cattle ranching.</li> </ul> <p>Reasons common to the century might include:</p> <ul style="list-style-type: none"> <li>• The search for independence (land and personal freedom).</li> <li>• Government policy towards Native Americans.</li> <li>• Manifest Destiny especially before 1850.</li> <li>• To escape religious persecution e.g. the Mormons.</li> </ul>	20

Question	Answer	Marks
11	<p><b>Assess the reasons for the increasing opposition to Reconstruction, 1865–1877.</b></p> <p>The question requires an assessment of the reasons for increasing opposition to Reconstruction. A range of factors may be considered. A final judgement might place emphasis on how factors compounded the opposition to Reconstruction and so increased over time.</p> <p>Reasons for opposition might include:</p> <ul style="list-style-type: none"> <li>• The 14th Amendment (equality of citizenship) was regarded by Southern states as humiliating.</li> <li>• The imposition of military rule in the South was detested.</li> <li>• The Freedman Bureau, scalawags and carpet-baggers were resented for interfering in southern interests.</li> <li>• Over time attitudes in the North became less concerned with the South.</li> <li>• Aspects of Reconstruction were challenged in the Supreme Court.</li> <li>• Economic investment was inhibited by Reconstruction.</li> <li>• Corruption undermined the work of Reconstruction.</li> </ul>	20

Question	Answer	Marks
12	<p><b>‘The weakness of trade unions, c.1880–1914, was primarily the result of their association with socialism.’ Do you agree?</b></p> <p>The question requires an analysis of the reasons for the weakness of trade unions. Answers might focus on the association of trade unions with socialism, but other factors might be assessed in order to judge whether socialism was the primary factor explaining why trade unions were undermined.</p> <p>Socialism as a factor might include:</p> <ul style="list-style-type: none"> <li>• Both socialists and trade unions focused on supporting the working class.</li> <li>• Some trade union leaders were avowed socialists.</li> <li>• The strike and violence were regarded by many as the tactics of socialists.</li> <li>• Ideological hostility of the public to socialist principles.</li> </ul> <p>The counter argument might include:</p> <ul style="list-style-type: none"> <li>• The moderation of many union leaders, including Samuel Gompers, who were not anti-capitalist.</li> <li>• The law which was weighted against trade unions.</li> <li>• The power of employers.</li> <li>• Government bias against trade unions.</li> <li>• Divisions between trade unions.</li> <li>• Some may challenge the notion that trade unions were undermined given the growth in membership and the successes secured.</li> </ul>	20

Question	Answer	Marks
13	<p><b>Why did support for American imperialism grow in the USA, c.1880–1914?</b></p> <p>The question requires an analysis of the reasons why there was increased support for an expansionist foreign policy in the late 19thC and early 20thC. To reach a judgement a range of factors might be explored even if emphasis is placed on some more than others.</p> <p>Factors might include:</p> <ul style="list-style-type: none"> <li>• Empire was regarded as an extension of Manifest Destiny that had reached its zenith internally by the 1890s.</li> <li>• Expansion abroad was regarded as an economic necessity for US industry (resources and markets).</li> <li>• Many regarded the US as superior to other countries with a duty to civilise other people with capitalism and democracy.</li> <li>• Some thought the US should keep up with the imperialist powers of Europe or be disadvantaged.</li> <li>• With two coasts, US geography encouraged the notion that she was destined to be a naval power with a global reach.</li> <li>• Empire was strategic, to defend US interests in the Caribbean and Latin America.</li> <li>• The Yellow Press was important in propagandising empire.</li> </ul>	20

Question	Answer	Marks
14	<p><b>How effective a president was Theodore Roosevelt?</b></p> <p>The question requires a judgement about the effectiveness of Roosevelt. A thematic approach might be adopted analysing different aspects of his character and his policies at home and abroad.</p> <p>The following might be assessed:</p> <ul style="list-style-type: none"> <li>• The importance of his image (adventurer, rancher, soldier, writer, sportsman, charisma, etc.).</li> <li>• His achievements in international diplomacy (e.g. the Russo-Japanese War and the Morocco dispute).</li> <li>• His foreign policy in Central America including the building of the Panama Canal.</li> <li>• His attempts to curb the power of big business.</li> <li>• His efforts to help the poor (the ‘square deal’).</li> <li>• His initiatives to conserve natural resources including the establishment of national parks and irrigation schemes.</li> </ul>	20

Question	Answer	Marks
15	<p><b>‘Wilson achieved more in his first than in his second term as president.’ Discuss.</b></p> <p>The question requires an assessment of Wilson’s record 1913–17 compared with 1917–21. Answers might treat each term separately or look at domestic and foreign policy in turn. A judgement about his achievement is expected.</p> <p>1913–17 might include:</p> <ul style="list-style-type: none"> <li>• The impact of the anti-trust law of 1914 might be considered.</li> <li>• The reform of the tariff might be assessed.</li> <li>• The impact of the new banking system might be discussed.</li> <li>• There were also measures on roads, improvements to the merchant marine and on working conditions.</li> <li>• The defence of US interests in the Americas (dollar diplomacy and the war with Mexico).</li> <li>• Neutrality in the First World War.</li> </ul> <p>1917–21 might include:</p> <ul style="list-style-type: none"> <li>• US contribution to the Allied war effort.</li> <li>• Wilson’s role as peacemaker and rejection of the Treaty of Versailles by the US Senate.</li> <li>• Wilson’s health.</li> <li>• Immigration policy.</li> <li>• Prohibition.</li> <li>• Votes for women.</li> </ul>	20

Question	Answer	Marks
16	<p><b>‘The enterprise shown by business was the main reason for the economic boom of the 1920s.’ Was it?</b></p> <p>The question requires a supported judgement about the relative importance of enterprising businessmen as a factor explaining the boom of the 1920s. Answers might focus on the enterprise of business but might analyse other reasons.</p> <p>The enterprise of businessmen might include:</p> <ul style="list-style-type: none"> <li>• The entrepreneurial spirit, rugged individualism and work ethic embedded in US culture.</li> <li>• Examples of leading businessmen e.g. Henry Ford (Fordism).</li> <li>• Scientific management to achieve greatest efficiency.</li> <li>• Economies of scale, integration of companies (corporations).</li> <li>• Advertising and marketing techniques.</li> <li>• Easy credit and hire purchase.</li> </ul> <p>Other factors might include:</p> <ul style="list-style-type: none"> <li>• Government policy (laissez-faire, tax regimes, protectionism).</li> <li>• Demand factors at home and abroad.</li> <li>• Speculation on the stock market.</li> <li>• Trade Unions checked by Supreme Court rulings.</li> <li>• Strong infrastructure and abundant resources.</li> </ul>	20

Question	Answer	Marks
17	<p><b>How beneficial was the New Deal for the USA, 1933–1941?</b></p> <p>The question requires a supported judgement about the impact of the New Deal in the US. Answers might adopt a thematic approach in assessing the New Deal.</p> <p>Aspects of the New Deal might include:</p> <ul style="list-style-type: none"> <li>• The impact of social security measures.</li> <li>• The effects on trade unionism.</li> <li>• The way the New Deal affected women.</li> <li>• The impact of the New Deal on standards of living.</li> <li>• The significance of the reform of the banking system.</li> <li>• Government regulation of industry (NRA codes) and public works, for example, the Tennessee Valley Authority.</li> <li>• The effects of the New Deal on agriculture.</li> <li>• The impact of jobs creation schemes on the labour market.</li> </ul>	20

Question	Answer	Marks
18	<p><b>How effective was the foreign policy of the USA, 1920–1941, in promoting American interests?</b></p> <p>The question requires an assessment of the effectiveness of US foreign policy in promoting US interests. Answers are likely to analyse ways in which policy did serve the national interest and ways in which it was unsuccessful in doing so.</p> <p>Foreign policy did promote US interests might include:</p> <ul style="list-style-type: none"> <li>• Attempts to secure peace e.g. the Kellogg-Briand Pact, was in line with the public desire for peace after WWI.</li> <li>• The Dawes and Young Plans were financially and economically beneficial to the US.</li> <li>• Relations with Latin America were improved, enhancing US economic and security interests.</li> <li>• Policies of Cash and Carry and Lease-Lend were good for US business.</li> </ul> <p>Foreign policy was less effective in promoting US interests might include:</p> <ul style="list-style-type: none"> <li>• US absence from the League reduced her influence.</li> <li>• Inaction against Italy and Germany in the 1930s helped destabilise Europe.</li> <li>• Policy towards Japan was costly: naval race after failure of treaty of 1935 and US reluctance to check Japan in Manchuria, then China, led to attack on Pearl Harbor.</li> <li>• Neutrality Act, 1935, encouraged aggression in Spain and elsewhere.</li> </ul>	20

Question	Answer	Marks
19	<p><b>What best explains US strategy in the Cold War, 1945–1953?</b></p> <p>The question requires an analysis of the factors that explain US foreign policy. Political, ideological, economic and military reasons might be explored. In reaching a judgement, answers might assess the relative importance of the factors involved.</p> <p>Explanations might include:</p> <ul style="list-style-type: none"> <li>• The containment of communism in China, Korea and Europe.</li> <li>• Russia's challenge to US nuclear power.</li> <li>• Aim of US to achieve military superiority (NATO, SEATO etc.).</li> <li>• Security for US trade and business.</li> <li>• The restoration of war-torn societies in Europe.</li> <li>• To distract from domestic political problems.</li> </ul>	20

Question	Answer	Marks
20	<p><b>‘His personality was the primary reason why McCarthy dominated US politics, 1947–1953.’ Discuss.</b></p> <p>The question requires a supported judgement about the reasons for McCarthy’s dominance in US politics. Answers might weigh the relative importance of several factors in order to reach a judgement.</p> <p>McCarthy’s personality might include:</p> <ul style="list-style-type: none"> <li>• The confidence of his assertions was convincing.</li> <li>• The persistence with which he pursued exaggerated claims.</li> <li>• His aggressive interrogation of witnesses.</li> <li>• His Catholicism gave him appeal with those of the same faith.</li> <li>• His manipulation of the media kept him in the public eye.</li> </ul> <p>Other reasons might include:</p> <ul style="list-style-type: none"> <li>• The drama of the HUAC hearings.</li> <li>• Entrenched fears of communism.</li> <li>• Strength of patriotism and revulsion of treason.</li> <li>• The support of the Republican Party to back McCarthy for political reasons.</li> <li>• The reluctance of Truman to condemn McCarthy.</li> </ul>	20

Question	Answer	Marks
21	<p><b>‘More characterised by failure than success.’ Assess this view of the foreign policy of Eisenhower, 1953–1961.</b></p> <p>This question requires a supported judgement about Eisenhower’s record in foreign policy. Answers might focus on the setbacks he experienced but might argue that it was not a period of unremitting failure.</p> <p>Failures might include:</p> <ul style="list-style-type: none"> <li>• The French defeat in Vietnam and the US non-involvement in the Geneva talks that divided the country.</li> <li>• The Russian invasion of Hungary.</li> <li>• Russia’s lead in the space race (Sputnik, October 1957).</li> <li>• The U2 Crisis and the collapse of the Paris summit.</li> <li>• The Cuban Revolution, 1959.</li> </ul> <p>Points of counter argument might include:</p> <ul style="list-style-type: none"> <li>• The truce in Korea.</li> <li>• US stance on Formosa.</li> <li>• US stance on Suez Crisis (1956)</li> <li>• The formation of SEATO.</li> <li>• Containment of USSR in Europe (withdrawal from Austria).</li> <li>• Khrushchev’s visit to the US in 1959.</li> </ul>	20

Question	Answer	Marks
22	<p><b>How successful were Kennedy and Johnson in improving the lives of the poor in the USA in the period 1961 to 1969?</b></p> <p>The question requires a supported judgement about the degree of success of Kennedy and Johnson to improve the lives of the poor. Answers might analyse specific policies and either treat them thematically or by grouping them as effective or limited in their impact before arriving at a judgement.</p> <p>Effective policies might include:</p> <ul style="list-style-type: none"> <li>• Education reforms at all levels.</li> <li>• Job creation for young workers especially in poor areas like the Appalachians.</li> <li>• Initiatives to regenerate inner cities.</li> <li>• Checks on pollution benefitted all, including the poor.</li> </ul> <p>Policies limited in their impact might include:</p> <ul style="list-style-type: none"> <li>• Attempts to reform health care.</li> <li>• Civil Rights legislation that did little to placate poor Blacks.</li> <li>• Efforts to improve housing for the poor were ambitious but limited in scale and quality.</li> <li>• Little was done to make public transport easier or cheaper.</li> </ul>	20

Question	Answer	Marks
23	<p><b>Why did it take so long for the USA to withdraw from Vietnam after 1968?</b></p> <p>The question requires a supported judgement about why the withdrawal of the US from Vietnam was protracted. Answers might analyse a range of reasons before assessing the relative importance of them.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• The US wanted to withdraw with honour.</li> <li>• The government of South Vietnam was weak and needed support.</li> <li>• US involvement in Cambodia and Laos from 1969.</li> <li>• The reluctance of the North Vietnamese to negotiate initially given their successes in the offensives of 1968 and 1972.</li> <li>• The complexity of peace talks in Paris.</li> <li>• The time taken to improve relations with China and so reduce her support of North Vietnam.</li> <li>• Nixon's concern to win the 1972 election.</li> </ul>	20

Question	Answer	Marks
24	<p><b>‘A period of significant economic and social change.’ Discuss this view of the presidency of Reagan.</b></p> <p>The question requires an analysis of the degree of change, 1981–1989. Answers might adopt a thematic approach or present the case for and against.</p> <p>Economic change might include:</p> <ul style="list-style-type: none"> <li>• Low inflation compared with the Carter years.</li> <li>• Low interest rates compared with 20% in 1980.</li> <li>• Employment policies.</li> <li>• Increased levels of federal spending (the military and war).</li> <li>• Emphasis on ‘supply side’ rather than ‘demand management’ economics.</li> </ul> <p>Social change might include:</p> <ul style="list-style-type: none"> <li>• Efforts to reduce dependency on state welfare.</li> <li>• The reduction in federal programmes (linked to economic policy).</li> <li>• Attempts to reshape the relationship between the federal government and the States.</li> <li>• Initiatives to improve education standards.</li> <li>• Changes in approach to civil rights.</li> <li>• Changes in the rights of the mentally and physically disabled.</li> </ul>	20

Question	Answer	Marks
25	<p><b>What best explains the popularity of Clinton?</b></p> <p>The question requires an analysis of the reasons for the popularity of Clinton. To reach a supported judgement the relative importance of the factors assessed will be required.</p> <p>Reasons for popularity might include:</p> <ul style="list-style-type: none"> <li>• Clinton’s charisma.</li> <li>• The appeal of Hillary Clinton.</li> <li>• The attraction of his health care reform aims.</li> <li>• The unpopularity of Republican leaders like Newt Gingrich.</li> <li>• Economic growth following a downturn during GH Bush’s term.</li> <li>• Diplomatic achievements in the Middle East.</li> <li>• Diplomatic achievements in Ireland which resounded with the large Irish communities in the States.</li> <li>• Intervention in Kosovo.</li> </ul>	20

Question	Answer	Marks
26	<p><b>What best explains the reactions of Native Americans to westward expansion in the nineteenth century?</b></p> <p>The question requires an analysis of the reasons for the reactions of Native Americans to westward expansion by others. In reaching a judgement, answers might assess the relative importance of the factors discussed.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• Violence of whites: forced migration, massacres.</li> <li>• The destruction of the buffalo.</li> <li>• The seizure of Native American lands.</li> <li>• Americanisation (inculcating white values) was attempted through education, by farming, etc., leading to citizenship.</li> <li>• Treachery of government in breaching agreements.</li> <li>• Reservations, after 1867.</li> <li>• The destruction of Native American culture.</li> </ul>	20

Question	Answer	Marks
27	<p><b>‘Opposition to immigration was based on its perceived threat to the American way of life.’ Discuss with reference to the period up to 1914.</b></p> <p>The question requires a supported judgement about the extent to which opposition to immigration was the result of the threat it posed to the American way of life. Answers might consider other factors to reach a judgement.</p> <p>Threats to way of life might include:</p> <ul style="list-style-type: none"> <li>• Link of immigrants to criminal underworld e.g. Mafia.</li> <li>• Cultural traditions of immigrants.</li> <li>• Religious threat, especially from Catholics.</li> <li>• Popular views about welfare dependency.</li> <li>• Division of society by ethnicity.</li> <li>• Cultural differences exacerbated by immigration.</li> </ul> <p>Other reasons might include:</p> <ul style="list-style-type: none"> <li>• Concerns about the impact on jobs and wages.</li> <li>• Fear of dangerous ideas (socialism).</li> <li>• Problem of providing sufficient housing.</li> <li>• Pressure on schools, hospitals etc.</li> <li>• Overt racism (KKK etc.).</li> </ul>	20

Question	Answer	Marks
28	<p><b>Why was there so much controversy about the rights of women from 1848 to c.2000?</b></p> <p>The question requires an analysis of the reasons for the controversy about women's rights. In doing so, answers might assess changes in emphasis over time and in any judgement some evaluation of the relative significance of the relevant factors might be attempted.</p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• The impact of the Seneca Falls Convention, 1848.</li> <li>• The strength of tradition and opposition to change.</li> <li>• Cultural attitudes of different ethnic groups.</li> <li>• Regional differences in attitudes to women.</li> <li>• Differences and divisions between women about women's rights.</li> <li>• The methods adopted by campaigners for women's rights.</li> <li>• The economic implications of change in the workplace.</li> <li>• The views of religious groups on matters such as abortion.</li> <li>• Role of women in wars.</li> <li>• Changes in lifestyle: music, fashion, shopping, entertainment.</li> </ul>	20

Question	Answer	Marks
29	<p><b>Assess the impact of the arts on society in <u>either</u> the first half <u>or</u> the second half of the twentieth century.</b></p> <p>The question requires a supported judgement about the impact of the arts on society. The focus of some answers might be confined to one branch of the arts but in some detail, while others may be broader in scope and assess the impact of the arts in a wider sense. Candidates might assess the impact of paintings, sculpture, drama, music, cinema, architecture, dance, opera and so on.</p> <p>Impact might include:</p> <ul style="list-style-type: none"> <li>• Leisure and entertainment.</li> <li>• Urban landscapes.</li> <li>• Fashion and style.</li> <li>• Attitudes to contemporary issues.</li> <li>• Education.</li> <li>• Business, including advertising and marketing.</li> <li>• Social values: celebrity, commercialisation of the arts.</li> </ul>	20

Question	Answer	Marks
30	<p><b>‘Of all the ways by which the power of the presidency was checked, 1933–1974, the role of Congress was the most effective.’ Discuss.</b></p> <p>The question requires an analysis of the ways by which the power of the presidency was checked, 1933–1974. Answers might focus on the role of Congress but to arrive at judgement other factors might also be evaluated.</p> <p>The role of Congress might include:</p> <ul style="list-style-type: none"> <li>• The Law of 1948 limiting the presidency to two terms.</li> <li>• The nature of partisan politics and the tendency of the majority party in Congress to oppose a president of a rival party.</li> <li>• Congress’ role in confirming presidential appointments.</li> <li>• The power of Congressional hearings.</li> <li>• Laws restricting the power of presidents at certain times.</li> </ul> <p>Other ways might include:</p> <ul style="list-style-type: none"> <li>• Scrutiny of the president, his cabinet and policies by the media.</li> <li>• The independence of the Supreme Court.</li> <li>• Personal failings of individual presidents e.g. JFK and Nixon.</li> <li>• The intrigues of the CIA and FBI.</li> <li>• Strength of protest groups e.g. civil rights activists and feminists.</li> <li>• The power of vested interests e.g. business, campaign donors, the gun lobby, organised religions.</li> </ul>	20