

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

**MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers**

9769 HISTORY

9769/03

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

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

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

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

Introduction

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

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

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

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

Band 1: 25–30

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

Band 2: 19–24

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

Band 3: 13–18

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

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

Band 4: 7–12

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

Band 5: 0–6

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

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

Section 1: c.1750–c.1820

1 Assess the impact of the Seven Years War on relations between Britain and the American colonies before 1776.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with analysis to the fore. Knowledge of the Seven Years War should be indicated but a detailed account of the War is not needed. Candidates who focus on the events of the War itself will not be addressing the question intended. Awareness of Britain's military commitment, the financial cost of the War, the response of the colonists to the conflict and the terms of the settlement of 1763 are some of the more pertinent points about the War that help explain relations between Britain and the colonies between 1763 and 1776. Reference to British policy, including the taxation measures introduced, the regulation of trade and the application of customs laws, the billeting of soldiers in the colonies and the greater involvement of the Westminster government in the affairs of the colonies could all be considered. The response of the colonists to these measures will need to be considered including overtly violent actions, peaceful protest and philosophical debate. The more positive impact of the War should also be considered, notably the opportunities presented by the acquisition of new lands and the removal of French influence in certain areas.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Awareness of how the War's impact varied within the 13 colonies would be helpful: regional differences between North and South and the coast and the inland areas could be assessed. Candidates could also usefully compare the years before the War, i.e. before 1754, and the period of 'salutary neglect' with the years 1763–76. The connection between economic and political developments might also be emphasised. The judgements of the candidates should be clearly rooted in their assessment of the material.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

2 'The outcome of the American War of Independence was determined largely by the leadership of George Washington.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. The leadership of Washington should be analysed thoroughly. Positive aspects of his leadership are many: his reputation for bravery in the Seven Years War, steadiness at times of crisis, his qualities of integrity, selflessness and honesty, his skill in the organisation of the army, the wise deployment of his troops and the diplomatic finesse with which he co-ordinated with the French – some, or all of which, deserve consideration. However, he experienced military defeat, for example, at Brandywine, key battles like Saratoga had nothing to do with him, even the surrender of Cornwallis at Yorktown could be attributed more to the French than Washington. It could be argued that his leadership was particularly important in the early phase of the war when he kept the army together at Valley Forge rather than later.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. The suggestion that the war was 'determined' by Washington's leadership needs to be addressed. Other factors should be considered. The terrain, the difficulties of long lines of communication for the British, the significance of foreign intervention, the incompetence of British commanders, the contribution of other colonial commanders, the direction of Congress, the role of civilians and so on were, arguably, relevant to the outcome. Connections between these points and Washington's leadership could be identified. A judgement would be based on an analysis of the latter in the broader context.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

3 To what extent did the Constitution of the United States, as it emerged by 1791, satisfy the aims of its authors?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Analysis will be dependent on clear identification of the aims of those involved in drafting the Constitution and assessing the actual Constitution against them. The authors were representatives of all 13 States but some individuals were more important than others, for example, Washington, Franklin, Hamilton and Madison. The States involved wanted a system that embraced all and provided a central government that was strong enough to preserve the Union. By establishing the two chambers of Representatives and Senate and giving Congress the powers to collect taxes and control the money supply did the Constitution achieve this? They wanted a system strong enough to defend the Union. By establishing a Presidency with powers to make treaties and command the armed forces did the Constitution achieve this? They wanted to guard against the centralisation, even tyranny, of government. By limiting the terms of office holders, establishing the Supreme Court and introducing checks and balances between the different branches of government did they achieve this? They wanted freedom for each State to manage its own affairs. By allowing each State to retain its own government to deal with matters that concerned itself alone did the Constitution achieve this? They wanted to ensure that all States were regarded as the equal of each other despite their size or importance. By providing each State with two Senators did the Constitution achieve this? They wanted to preserve the interests of the richer landowners and merchants. By deferring the decision as to who should vote to individual States did the Constitution achieve this? Other aims and aspects of the Constitution might be emphasised.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Differences between the authors might be stressed to argue that not all were satisfied with the Constitution. After all, 4 States were reluctant to ratify the Constitution even if they all did eventually. The Bill of Rights had to be added as the first 10 amendments to the Constitution to secure the support of sufficient States. The interests of the States and the central government may have been recognised in the Constitution but the emphasis on each varied between the authors, as proved in later years of crisis. There is scope to argue about individual aspects of the Constitution as well as the whole.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

4 'Of all the factors that explain the expansion of slavery, c.1750 to c.1820, the invention of the cotton gin in 1793 was the most important.' Do you agree with this view?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Eli Whitney's invention transformed the cotton industry and helps explain its expansion and hence the expansion of slavery too. Before its invention in 1793 slavery was confined to the south-east corner of the country and it was thought by some that it would die out as planters turned to alternative systems. Instead, the gin encouraged massive expansion inland. Now, more labour was required to work new areas. Production figures reveal its impact.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. To assess whether the gin was the 'most important factor' candidates need to look at other reasons for the expansion of slavery. Increased demand from Britain was a key stimulus. The Louisiana Purchase of 1803 provided the opportunity for planters to expand westwards. The abolition of the slave trade in 1808 increased the value of slaves. Slavery was increasingly seen as a distinctive mark of the Southern states and its society: the 'peculiar institution' was something to defend. The abolitionist movement lacked cohesion and influence and it was only in 1820 with the Missouri Compromise that the question of restraining slavery became a serious political issue.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

5 Do the successes of Thomas Jefferson's presidency, 1801–09, outweigh the failures?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. A narrative approach is possible but a purely chronological account of Jefferson's two terms will be unlikely to produce much discussion. Essentially, Jefferson's first term was a success but he was less effective in his second term. The most important achievement of his Presidency was the Louisiana Purchase and candidates could assess how he went about this and consider its significance. The economy was prosperous, based on sound financial policies, and United States shipping expanded. However, there were problems notably the rivalry between the Vice-President, Burr, and Hamilton which climaxed in tragedy for both men. The second term was fraught with difficulties. US ships were increasingly subject to British interception as part of the economic warfare between Britain and France. The attack of the Leopard on the American ship, the Chesapeake, in 1807 put Jefferson under real pressure and he responded with the Embargo Act which was largely counter-productive and arguably started the drift to war with Britain in 1812.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. The examination of Jefferson's presidency might be organised in one of two ways apart from the purely chronological. Candidates could profitably consider the successes and failures of the whole period in turn or look at the foreign and domestic record across the eight years. In doing so particular strands or themes of the presidency could be identified and a judgement made. A convincing case could be made either way in that the failures could be considered to have outweighed the successes as much as the reverse.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

Section 2: c. 1820–1865

6 Assess the importance of slavery to the social and economic life of the South.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. The identification of specific reasons should be attempted. The economic importance of slavery is likely to be highlighted, with emphasis on the cotton plantation system and the role of slave labour. However, better answers will examine the debate on the economic impact of slavery. Many historians then and many since have argued that the peculiar institution was an efficient economic system. However, others have claimed that it hindered the economic development of the South. The social importance of slavery could be examined in a similar way. It provided a clear hierarchical structure which, arguably, benefitted both the whites and black Americans whilst it could be criticised as a form of social apartheid with one group exploiting another. Either way, slavery was important to the South. Culturally, the peculiar institution was important to the South. It provided an identity characterised by contemporaries as ‘civilised’ by comparison with the industrial North. Such a view served to justify white supremacy. The peculiar institution was important politically as the mark of the distinctiveness of southern states and the rights of individual states. The notion of States Rights was a politically sensitive issue throughout the years before the civil war and candidates should be able to draw on various crisis points to illustrate this.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. To fully assess the importance of the peculiar institution to the South candidates need to consider a range of reasons rather than focus too narrowly. Some evaluation of each reason would also be expected to judge the intrinsic importance of each reason. In doing so candidates would then be able to make a judgement about which reason was most important.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

7 'The United States lost more than it gained from its conflicts with Mexico in this period.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Relations between Mexico and the USA were essentially confrontational, with two major periods of crisis. The first of these was in the 1830s. Two years after becoming an independent state on the western border of the USA Mexico allowed a small number of American citizens to settle in Texas. However, in 1834 these Texans declared themselves independent of Mexico and war followed in 1836–37. Defeat for Santa Anna led to the independence of Texas and their subsequent admission to the Union in 1844. On the face of it this was a gain for the USA given the size and potential of Texas. However, its inclusion in the Union created problems not least in changing the balance between North and South States within the Union. The debate over the tariff in 1845 is an example of how Texas made national politics in Washington more acrimonious. The war against Mexico in 1846 was a major affair even if brief. Again, the USA made substantial gains. By the treaty of 1848 California and New Mexico (which included Arizona) were acquired and the appendix to this treaty with Mexico – the Gadsden Purchase – ensured more land was acquired south of the Gila River in 1853. As gold was discovered in California in 1848 its inclusion in the Union was timely. The land gained brought the USA from the Atlantic to the Pacific and effectively checked British ambitions in the western areas. On the other hand, the defeat of Mexico showed the consequence of the Monroe Doctrine of 1823 and made relations between the USA and other Central and South American countries difficult thereafter. The annexation of new lands also revived the bitter debate about slavery and the Wilmot Proviso of 1846 (banning slavery in lands taken from Mexico) triggered the struggle between North and South that was to culminate in the Civil War of 1861.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. There may be a tendency by some candidates to provide a narrative of events but they need to focus on the effects of these events. Candidates may decide for or against the view proposed but an examination of the gains and losses is needed. Some may conclude that the short term gains were outweighed by the long term losses or the other way round.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

8 How democratic was the second party system?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. The 'second party system' refers to the period from the mid-1830s to the mid-1850s and the prominence of the Democrats and the Whigs. In support of the view that politics was democratic in this period it could be argued that the parties did represent contrasting positions: Democrats preferred government to play a limited role in the affairs of the country whilst the Whigs favoured government intervention. Political campaigning was vigorous and involved large numbers of people: politics became the most popular activity for many and campaigning was very colourful. Given that elections at state and local level were more frequent than the opportunities for involvement were considerable. President Jackson, with whom the notion of more democratic government is associated, supported the involvement of people in government and that politics should be open. However, women and most black people could not vote, the composition of both houses of Congress was rarely the same and so federal government struggled to do very much. Democrats held the majority in both houses in 5 of the 7 Congresses. Furthermore, the spoils system whereby patronage was used as a deliberate way of preserving and promoting party unity, could be said to have undermined the democratic nature of politics. The tension between individual states and their rights to decide on matters of local concern and the federal government was also a limiting factor.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. There is a clear argument here. Candidates might adopt the approach outlined above or consider aspects of the politics of the time in turn assessing how democratic they were: campaigning, the vote, States' rights, patronage etc. Some comparison with other systems abroad or even with the years before the 1830s in the US would be appropriate.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

9 How far do you agree that there was little chance of the Compromise of 1850 being a lasting solution to sectional disputes in the United States?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. The effectiveness of the Compromise should be assessed closely. The terms of the Compromise resolved all immediate issues. Politicians accepted the ‘finality’ of the Compromise, for example, both parties in 1852 campaigned on this theme. The risk of secession had been reduced. Yet, the Compromise was the result of political skill on behalf of Senators like Clay and was not a reflection of any sincere appreciation of the positions of either section. Neither did the Compromise provide any guiding principles for the future. With California’s entry into the Union as a free state the North had an advantage over the South and the practical implementation of the new Fugitive Slave Law was unknown. Events after 1850 were to test the Compromise and reveal the strength of underlying tensions. Reference to the Kansas-Nebraska crisis, the Dred Scott Case, Harper’s Ferry, the election of 1860 and the secession of some states in 1860–61 can be expected to illustrate this.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Some historians regard the Compromise as simply ‘an armistice’ implying a pause in the conflict between North and South. The validity of this notion could be explored by consideration of the years before 1850 as well as those afterwards. Reference could be made to the crisis of 1820 and the Missouri Compromise, the Nullification Crisis of 1832–3 and the arguments about the entry of Texas into the Union in 1846. The thrust of the interpretation is that conflict after 1850 was merely a continuation of earlier tensions that the Compromise of 1850 did little to resolve. The implied inevitability of conflict could be discussed. The crises of the 1850s proved divisive but the dangers of each could be assessed.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 14	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

10 Discuss the view that superiority of resources best explains the North's victory in the Civil War.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. In terms of men, money and materials the North was better placed than the South from the beginning. Details about the population imbalance, the wealth of the North in terms of industry and trade should be examined. However, the strength of the South in these areas should be recognised. Southerner farmers made better soldiers than factory workers, many had military experience in Mexico and the system of slavery meant a greater proportion of men from the South were able to fight without affecting the economy. In addition, the quality of military commanders should be assessed. Arguably, both sides were served by able commanders. But did the North have more of them and were they better strategists? Reference to military events to explore this factor can be expected. Similarly, the political leadership of the Union could be compared with that of the Confederacy, taking into account their differing priorities. Was the fact that the South were forced to fight in the South a disadvantage or did the defensive nature of the conflict from the Southern perspective instil a stronger sense of right and determination? Transport and communications is a factor some may consider. The North dominated the inland waterways and railways and controlled the seas and the ways this affected the war could be assessed.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. If the apparent superiority of the North over the South at the start of hostilities was not as pronounced as it seems the disparity became more obvious as time passed. The effects of the blockade of the South weakened the economy and losses of men in battle were more keenly felt in the South. The longer the war progressed the more important the superiority of the resources of the North became. The importance of other factors should be weighed against that of resources with awareness of how they interrelated: for example, railways were important to move men, the relationships between politicians and military commanders were important. In doing so candidates should be able to arrive at a clear judgement about the impact of resources on the outcome of the war.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 15	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

Section 3: Themes c.1750–c. 1900

11 'The Louisiana Purchase was the key factor in the expansion westward in the period c.1750 to c.1900.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. The Louisiana Purchase was important in several ways. It was a huge area of land offering enormous scope for settlement. It extended the territory of the US beyond the Mississippi and effectively provided a stepping stone to other land beyond the Rockies. The Lewis and Clark expedition of 1804–6 could be assessed. It helped check any ambitions the British may have had in the western part of the land mass. The significance of these consequences should be assessed. The conflict between the US and Mexico in the 1840s, the acquisition of Texas and the subsequent colonisation of California and the land all the way to the Pacific might be regarded as a key development not least because the land was acquired just as the gold rush began and settlers flocked west. Indeed, it could be argued that the discovery of gold was itself a key factor in the expansion westward in so far as people would have moved west even if the land had been occupied by the Mexicans and the same pressures would have followed as had been the case in Texas earlier. Some candidates might look at the years preceding the Purchase as significant, perhaps highlighting the Seven Years War and the capture of land from the French between the Appalachians and the Mississippi which might be tied to the following War of Independence which resulted in the removal of the Proclamation Line which had inhibited movement beyond the Appalachians. Candidates will not be penalised for omitting material on the period before 1800. The completion of the first transcontinental railway in 1869 might be considered a key factor in so far as its construction brought settlers west and provided the means for many more to do so and that it encouraged other companies to do the same with similar results.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Candidates should examine the effects of particular developments to test their validity as key factors. The interconnection of certain developments should be explored, not least to indicate the momentum generated by successive advances west. A judgement is required to decide whether the Louisiana Purchase was the most important factor.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 16	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

12 To what extent was the way of life of the Native Americans deliberately destroyed in this period?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. 'To what extent' allows candidates to challenge the more orthodox view that the destruction of Native American society was deliberate genocide. On the key factors of concern there is scope to argue both ways. Was the contrast in culture of settlers and the natives simply accidental allowing no room for accommodation or was the separation of the two a product of the deliberate refusal of one side or the other to find a means of co-existence? The near extermination of the buffalo was a major factor in the demise of Native American society but was this merely a result of greed and exploitation of the buffalo for profit or a deliberate ploy to deprive the Indians of an essential resource? Government policy will need to be assessed. Individual presidents such as Jackson have been accused of deliberately aiming to destroy native Americans, for example, with the Indian Removal Act of 1830, but President Hayes was more sympathetic in the defence of Indian rights, as was the Supreme Court at times, and federal government policy in providing reservations for the Indians could be used to argue that the reverse was the case. Technological change such as the railway and the weaponry of the whites could be assessed as accidental factors that allowed the latter to assert themselves rather than developments that were deliberately deployed to destroy Native American society. Furthermore, the very open and haphazard way in which settlement in the west developed and the unplanned effects of it might be considered confirmation of the accidental destruction of Native American society. Internal divisions within Native American society might be considered a source of weakness helping to undermine their society or at least making it more susceptible to external forces.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. A narrative history of the period with nods to the question will not provide the analysis required. Different factors need to be identified and explored with an appreciation of the case that can be made for and against the proposition. Particular factors may be identified as more significant than others but ultimately a judgement about the interpretation needs to be made.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 17	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

13 To what extent did the benefits of immigration outweigh its disadvantages in the years c.1840 to c.1920?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Some indication of the scale of immigration and the origin of immigrants has relevance if integrated into the analysis. The economic impact of immigration is the most obvious area to consider. Immigrants provided a plentiful and cheap supply of, largely, unskilled labour which was crucial to the expansion of companies and the national economy. The rate of economic development was, to an extent, tied to the rate of growth in immigration. The increase in the population of the US helped expand the national market and demand for consumer goods. On the other hand, the influx of labour depressed wages and adversely affected the job opportunities of local Americans. Trade unions were weakened by the exploitation of migrants who were ignorant of their rights and whose main concern was to have a job on any terms. The influx of immigrants helped create the towns and cities of the USA: by 1910 33% of the 12 largest cities were composed of immigrants and a similar proportion of the children of immigrants. The impact of such a concentration of immigrants could be discussed: the development of ethnic neighbourhoods produced security and tolerance but also division and social tension. Often this fuelled racial hatred which erupted into violence (the Know Nothings of the 1850s, the KKK, random attacks on immigrants) and nationalist moves to limit the rate of immigration and even reverse the flow. However, was tension episodic and sporadic and not a real reflection of society: rather, was the integration of society remarkable given the rate of immigration and the success the majority of immigrants made of the opportunities open to them? Politically, it could be argued that the inclination of urban immigrants to vote Democrat helped rebalance politics and provide a challenge to the Republican domination of politics. However, the tendency of migrants to vote as an ethnic group provided opportunities for corrupt practices and compromised the very principles of individuality on which US democracy was founded. Also, immigrants were often the scapegoats at times of political controversy.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. The positive and negative impact of immigration should be assessed in relation to the factors identified as important. Some weighing of the significance of factors will be necessary before arriving at a judgement.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 18	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

14 How far was the period 1865 to 1914 one of 'unbridled capitalism'?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Belief in 'rugged individualism' was deeply entrenched and, in some areas and amongst some groups, was allied to the Protestant ethic of hard work and diligence. Similarly, the success of leading entrepreneurs like Carnegie, Rockefeller and Vanderbilt, was revered in the US as proof of the 'rags to riches' ideal. The victory of the North in 1865 symbolised the power of industry and the dominance of Yankee entrepreneurs after the Civil War was significant in reinforcing acceptance of the principle of 'unbridled capitalism'. The latter was accorded 'scientific' credibility by the prevailing theory of 'social Darwinism'. Governments at federal and state level seemed to support 'unbridled capitalism' by inclining towards the entrepreneurs in disputes with the workers and the lack of regulation of big business. The philanthropy of rich capitalists was considerable and beneficial to many less advantaged and helps explain their acceptance of 'unbridled capitalism': there was something in it for the less fortunate too. Did the high level of immigration into the US indicate the attractiveness of this principle? On the other hand, 'unbridled capitalism' had its critics. The excessive wealth and power of many capitalists – known as 'robber barons' – which fostered monopolistic tendencies in the economy was resented by many as overtly at odds with the widely held views on equality of opportunity. Trade unionists opposed the inequality in the distribution of wealth and the ability of big business to control prices and wages. Many feared the power of big business corrupted public life as politicians were susceptible directly or indirectly to pressure from the former. The actions of some states and the federal government to limit the operations of big business indicate some public opposition to 'unbridled capitalism'.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Most might judge acceptance was widespread but that there were limits to the acceptance of 'unbridled capitalism' as well as the overt hostility to the values enshrined in it. Candidates may discuss the complexity of attitudes by highlighting how attitudes within and between different social and economic groups varied. Some of the leading capitalists of the period were acutely aware of their social responsibilities and many workers accepted 'unbridled capitalism' as consistent with the more fundamental principles of 'freedom'.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 19	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

15 How much did the Temperance movement owe to the contribution of women?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Women played a significant role in the Temperance movement. Their involvement with the Churches and religious groups opposed to alcohol was widespread. Some of these were very influential, for example, the Women's Christian Temperance Union which from the 1880s had access to the top corridors of power. Women were active in organising protest marches in Washington and other cities and organising petitions against the sale and use of alcohol. The Anti-Saloon League enjoyed the support of women. There is room to consider the motives of women who backed Temperance. However, these organisations were not the preserve of women and the contribution of men in the activities of these groups and organisations was equally important. The conservative nature of society, especially in some states, helps account for the strength of the Temperance movement: by 1914 18 states had banned alcohol. Women were an important influence in these states but the legislators were men and the support for reform had a wider constituency. The impact of WW1 should be stressed. The argument that most beer was brewed by Germans and that, in the circumstances, it was unpatriotic to drink beer, was a powerful viewpoint that helped bring about the 18th Amendment and the Volstead Act.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Weighing up the impact of pressure from women will be difficult to assess. It would be relevant to comment on the commitment of females prominent in the movement and the persistence of their campaigning. Ultimately, most will surely conclude that women acted as a chorus and produced a continuous noise but the religious, moral and patriotic reasons for prohibition were not the preserve of women and the timing of prohibition in individual states before 1914 and the national ban thereafter was due as much to circumstance as to the influence of women. Some may rightly question the strength of the Temperance movement anyway, given that it was observed more in the breach. There is scope here to consider the implementation of prohibition in the 1920s.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 20	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

16 How beneficial were the railways to the economic and social development of the United States in the years c.1865 to c.1900?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. The extent of railway development might be emphasised. In 1860 there were 30,000 miles of track and by 1910 there were 192,000 miles. In 1865 the railways were largely confined to the lands east of the Mississippi but by 1914 an extensive national network had been established. These developments were hugely beneficial in economic and social terms of production of key materials, engineering, employment and the mobility of labour. In addition, they created an economy which spanned the continents and expanded the market for goods. They connected towns and settlements which had previously been isolated and helped create certain places like Omaha and Seattle which owed their existence to their geographical importance as intersections for railways. They made it possible for agricultural products to reach the urban markets.

Yet, the concentration of wealth and power in the hands of a small number of railway tycoons such as Vanderbilt posed dangers. The rates charged for freight were often a handicap for farmers and traders alike. The land owned by railway companies was huge – most of it granted by federal government to encourage initial investment – which gave them excessive power in the market of land. In fact, it could be argued that they took a disproportionate amount of federal money in various, often corrupt, ways such as the Credit Mobilier scheme, so depriving other sectors of investment opportunities. Despite the romanticism attached to the navvies who built the railways the labour force was exploited.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. The interconnection of factors and the difficulty of defining the exact contribution of the railways reflect the very complexity of the railway network itself. Candidates will place emphasis on different aspects of the story and probably reach different conclusions. Nonetheless, their priority should be to assess the evidence and in doing so show appreciation of the positive and negative impact of the railways. Some may choose to compare the railways to the forms of transport they replaced as a way of determining their importance.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 21	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

Section 4: 1865–1914

17 'Reconstruction policy failed to alter the prospects of black Americans.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. The emancipation of the black Americans in 1863 was significant in raising the expectations of the black Americans and the fear of the southern whites. The Black Codes of 1865 epitomised the prejudice of the southern whites as they continued to discriminate against black Americans. The Freedman's Bureau, 1865, did much useful work till 1872, feeding black Americans, finding them work, establishing schools and so on. Yet, many officers were corrupt and, hijacked by the Republicans, it made whites even less sympathetic to black Americans. All newly elected governments in the south except Mississippi ratified the 13th Amendment abolishing slavery. The 14th Amendment of 1866 allowing equality of civil rights undermined the Black Codes and protected the black Americans against discrimination but it led to savage riots. The First Reconstruction Act effectively established military rule in the south and enforced acceptance of the 14th Amendment by all southern states by 1870. The 15th Amendment, ending racial discrimination in voting was another advance for black Americans. The latter exercised their rights with limited effect: only in South Carolina did the black Americans have a majority in the state legislature and only a few held posts of importance. The more altruistic carpet baggers made a positive contribution to the lot of the black Americans in schools, for example, but when many returned disillusioned this advantage was lost. The whites mobilised against these perceived threats and by 1877 all state governments were in the hands of whites. Worse, the KKK emerged and the Democrats recovered their power in the south. With the compromise of 1877, federal troops were withdrawn from the South and the Democrats resumed control in the South.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Many candidates will differentiate between short term gains and longer term disappointments, between the theory of reform and protection for black Americans and the practice. Prominent issues and policies must be analysed. Many will be able to set the history of federal policy in the broader political context of the rivalry between President Johnson (till 1868) and Congress and the ideological tension between north and south.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 22	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

18 How successfully did United States governments curb radicalism in the years c.1880 to 1914?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. The period was one of continuous conflict between masters and men the result of rapid industrialisation and the potency of radical ideas. Trade unions played a prominent part in affairs, notably the Knights of Labor and the American Federation of Labor. US governments adopted various approaches in its response to this radicalism. Federal troops were sometimes deployed at times but only as a last resort. In the main they relied on the application of the law, the most important of which was the Sherman Anti-Trust Act of 1890 which was designed to prevent strike action that was in 'restraint of trade'. The spate of industrial actions in the early 1890s proved the effectiveness of the Act. However, by 1914 it was considered inadequate and it was superseded by the Clayton Anti-Trust Act which redressed the balance allowing strikes, picketing and boycotts and limiting the use of injunctions to prevent strikes. On occasion US governments intervened directly to try to resolve a dispute. For example, in 1902 Roosevelt intervened in the mining dispute in Pennsylvania and pursued the issue to a conclusion vigorously.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. In addition to assessing the effectiveness of government action – military force, legislation, arbitration – candidates may consider the moral, cultural and physical constraints of US government. The principles of non-intervention, those of private enterprise and individualism, shared by employers and unions alike, were ones governments were reluctant to contravene. The influx of immigrants prepared to accept low wages and poor conditions weakened unions. Also, the sheer size of the country made it difficult to organise labour on a national scale. So, to some extent it can be argued that radicalism was contained as much by inherent attitudes and practical constraints as by the actions of governments.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 23	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

19 Why was the Populist movement short-lived?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Three factors best explain why the movement was short-lived: its constituency, the economic context and political circumstances. Populists were, mainly, farmers and although numerous their constituency was limited. They also lacked unity until 1892 when groups such as the Greenbackers and the Farmers' Alliances joined forces, if loosely. Their aims were too varied with demands for inflationary fiscal initiatives, co-operative ventures, reform of transport arrangements which diluted their appeal and efforts made from 1892 to win over industrial workers were unsuccessful. The Populists were a movement born of straitened times and when they eased their support fell away. Problems of nature such as serious droughts from the mid-1880s to the mid-1890s and plagues of grasshoppers caused much distress. The fall of prices due to over production at home and foreign competition reduced incomes. This was a period, in general terms, of depression. Yet by the end of the century these pressures had eased. Farmers gained from the high tariff introduced in 1897, the influx of gold with inflationary tendencies and problems for foreign farmers allowed US farmers opportunities abroad. There was, therefore, little reason to campaign for redress of concerns that had, to some extent, been addressed. The Populist Movement was short-lived for political reasons, too. Their impact on the political stage should be recognised – several State governors and legislatures favoured them, they competed in Presidential elections with Weaver polling one million votes and 1892 and Bryan came very close to beating McKinley in 1896. However, they failed to make an impact on Southern White farmers, for whom race remained their first concern, or the industrial workers. Both Democrats and Republicans adopted parts of the Populist platform and adapted themselves to the challenge of the latter so that it gradually lost its discrete credentials and effectively merged with the traditional parties.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. A narrative approach is possible but is likely to be less effective than one that analyses different factors. Either way, in the process candidates should be able to prioritise factors. Some may question whether it was short-lived. Did the movement begin in 1867 with the Granger Movement or in 1892 when Populists merged to form the People's Party? Did the movement end at the turn of the century or did it labour on a little longer?

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 24	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

20 How typical of the foreign policy of the United States in the period c.1880 to 1914 was its intervention in Cuba in 1898?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. It can be argued that it was typical of US foreign policy in general. The revolt of 1895 and the sinking of the 'USS Maine' in 1898 were events unique to Cuba and the island's proximity to the US made it strategically of specific significance. However, the over-riding importance of ideological, economic and strategic interests and designs which explain US intervention there were typical of US foreign policy elsewhere. Ideologically, intervention in Cuba was in line with the Monroe Doctrine, as was intervention in Panama, 1901–3, and Venezuela in 1902. Theodore Roosevelt's 'Corollary', which extended the Monroe Doctrine by claiming the right to interfere in the internal affairs of countries in Latin America, was applied in the Dominican Republic in 1905 and Nicaragua in 1912. Similarly, imperial theory justified intervention in Cuba on the grounds of bringing civilisation to the areas concerned. This was argued when intervening in the Philippines in 1898–1901, or China in the early 20th Century. 'Manifest destiny' was also invoked to explain intervention in Cuba as the Caribbean was seen as a natural extension of the American orbit. Similarly, intervention in Mexico in 1913 was justified on the same grounds. In all cases it could be argued that these motives were merely cloaks to disguise other more practical reasons for intervention. Cuba was important economically (sugar, tobacco) and a key cog in control of the Caribbean. Trade and military factors were clearly important in the case of Panama. The Philippines were important as a base for control in the Far East and China for its trade for which the 'open door' policy was applied. Concerns in the US to exploit the opportunities for expansion and so gain parity with other major powers and ensure a balance of power before it was outmanoeuvred could be discussed. Overall, US intervention in Cuba can be seen as in line with US ambitions to establish a global empire, even if informal in its structure.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Answers that focus entirely on US intervention in Cuba will not be addressing the question properly. Some may treat individual actions and events as separate episodes, which might work but there is the risk of repetition of analysis. Those who identify broader motives and examine each in turn with reference to certain examples as illustration should provide a more satisfactory analysis. Judgements will probably agree with the interpretation.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 25	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

21 How 'progressive' was the presidency of Theodore Roosevelt?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Progressivism is associated with those who wanted to clean up politics and business and to solve social and environmental problems. Although Roosevelt dubbed them the 'muckrakers' he is often considered to be the most progressive President of the early 20th century. His policies marked a considerable shift from those of his predecessors. Roosevelt's example helped inspire others to take their civic responsibilities seriously. In his State of the Union address, 1901, he supported reform of the civil service to reward merit, conservation of resources and greater regulation of business. These aspirations were encapsulated in his 'square deal' philosophy. His intervention in the miners' dispute of 1902–3 was instrumental in resolving it. In the area of conservation his Newlands Act of 1902 promoted irrigation schemes and the preservation of national parks and the commission of 1908 set aside 148 million acres as timber reserves. He supported various Acts to regulate the food, drugs and meat industries. He did much to improve the investigation of the activities of trusts with the Elkins Act and the Hepburn Acts and the Sherman legislation was invoked a lot. However, Roosevelt's progressivism was limited. The courts were inclined to favour big business although the Supreme Court was more sympathetic to the findings of the Commission. His policies alienated many conservative Republicans who had close links to big business. Campaigners complained he did not do enough. To some extent he was constrained by the charge of 'socialism' levied at him by his enemies to which he was sensitive as a moderate reformer. Indeed, it could be argued that the real advances in this period were achieved at a local level rather than through the work of the federal government. The fact that urban deprivation and the rapaciousness of business were still very evident indicates the limits to the success of Roosevelt as a progressive.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Clearly, it can be argued that the term 'progressive' is useful in describing the presidency of Roosevelt but the limitations to the application of this term should also be assessed. It would be appropriate to compare Roosevelt with Taft and Wilson (usually regarded as progressive Presidents) who succeeded him. In doing so a more refined judgement about the utility of assessing Roosevelt as 'progressive' may be constructed.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 26	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

Section 5: 1914–1953

22 'A great peacemaker.' How appropriate is this view of Woodrow Wilson?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Answers are likely to focus on Wilson's role in making the Treaty of Versailles with emphasis on his Fourteen Points. The timing of their presentation and the opportunities they presented to the Germans to sue for peace should be considered as well as the framework they provided for the peace talks. In addition, the expectation placed on Wilson in 1919 (regarded by many as a saviour) as the major player and mediator in the peace process could be explored. His religious convictions may be considered worthy of comment. He kept the US out of WW1 until 1917, perhaps an indication of his commitment to peace. The award of the Nobel Peace Prize could be assessed as a mark of the views of contemporaries. However, perhaps Wilson did not deserve the peace prize. The extent to which the Fourteen Points were compromised should be examined with reference to the actual terms agreed. The fact that the US failed to ratify the Treaty or support the League of Nations, arguably his main objective, surely deserve special analysis. It could be argued that the failings of the Treaty were so great that far from making peace it contributed to the outbreak of WW2. It would be a harsh judgement to blame Wilson exclusively for this but the reluctance of Wilson to relent on the Allies' repayment of loans to the US made reparations, which were to be so damaging in the future, a key issue. Was US intervention in Russia in 1920 to check communism evidence of Wilson as a warmonger rather than peacemaker? In his defence he regarded the defeat of communism as essential to protect the peace.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Answers weighted to the examination of the Treaty of Versailles would not be unreasonable. However, answers need to analyse the terms of the treaty carefully with some sense of their importance in creating peace in the short and long terms. Wilson's shortcomings may be excused as the necessary compromises of a diplomat dealing with others of contrasting views rather than an indication of a man without principles and that he might be judged as much for his intentions in Paris as the actual outcome of Versailles. The fact that his efforts to gain support for the treaty in the USA led to the collapse of his health may be considered a sign of the sincerity of his commitment to peace.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 27	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

23 'The causes of the Great Depression can be traced to the economic prosperity of the 1920s.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Candidates should be trying to do more than simply outline the characteristics of the economic prosperity of the 1920s. The decade saw higher levels of employment, wages and consumer spending. Candidates could usefully comment on the rate of expansion of the car and consumer industries as well as the building sector and the dependency of so many workers for jobs in these fields. However, overproduction ran ahead of supply and proved unsustainable. Prosperity stoked speculation and a dramatic rise in the stock market, the collapse of which in 1929 sparked the Great Depression. Candidates might explain how individuals – with access to easy credit and hire purchase facilities – and institutions were overexposed, which undermined confidence in the economy. On the other hand, stock markets are, by their nature, unpredictable and downturns at other times, before and since 1929, have not led to economic depression. Besides, the prosperity of the 1920s should be set against the poverty of so many in the decade – farmers, black Americans – which acted as a break on growth. In addition, the roots of the depression could be traced to the weakness of the banking system. The laxity of controls over the reserves of banks and the close connection of private banks to specific economic sectors made them vulnerable at times of crisis. This could be widened into a debate on government policy in general. Was the laissez-faire philosophy of the 1920s appropriate or should companies have been regulated more closely and more help been given to farmers and other groups? Connected to this is the issue of foreign trade. The constraints on overseas trade brought about, in large part, by the effects of the First World War, might be considered a root cause of the depression. However, was this partly due to the protectionism of the US governments of the 1920s?

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Candidates should assess the prosperity of the 1920s as one factor of many. Some are likely to focus on the boom and merely note that it helped cause the Depression. In analysing different causes the links between factors should be identified to demonstrate how complex the economic problems of the time were. Candidates are likely to diverge in their assessment of whether prosperity was the main economic problem of the 1920s or merely of secondary importance.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 28	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

24 How accurate is the claim that the New Deal 'saved the system of private profit and free enterprise from ruin'?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. The extent of the economic crisis facing the US when Roosevelt assumed the Presidency would be helpful. Candidates are likely to place emphasis on the actions of Roosevelt to restore the banking and financial sectors and to provide jobs (public works of the Alphabet Agencies). There is scope to measure the scale and effect of government policy but also to highlight the limitations of them. Candidates with a broader view of how the system of free enterprise was saved will be aware of the importance of the attempts made to protect workers (social security, trade union rights, mortgages etc) as ways of gaining the trust of the work force. Similarly, efforts to improve the image of capitalism with regulation of advertising and quality etc could be assessed. Balanced against these measures candidates might highlight the industrial disputes of the 1930s and the hostility of conservatives who saw Roosevelt's policies as socialist. Further yet, it could be argued that Roosevelt's style and approach helped save private profit. His high profile optimism helped convince Americans that problems would be resolved and election results could be deployed as evidence of the confidence of the electorate in him. Nonetheless, when the economy faltered, 1937–8, FDR was damaged politically by what contemporaries dubbed 'Roosevelt's Recession'. Would the economy have stalled further and the system of free enterprise collapsed if WW2 had not provided the stimulus needed and the opportunity to match the US system against that of dictatorship and state control?

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. The danger for candidates will be excessive concentration on the Alphabet Agencies and a tendency to descriptive detail about them. More able candidates will identify common features of the Agencies and discriminate between them in terms of their impact and value. Fully rounded answers will be aware of the moral rehabilitation of capitalism under Roosevelt even if they recognise that he should not be given all the credit for this. Some may conclude that the claim had validity in the short term but that it is less convincing when considering the years after 1936. Others may provide a harsher verdict, dismissing the claim as an exaggeration of the effectiveness of the New Deal.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 29	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

25 'The Battle of Midway was the turning point in the war in the Pacific.' Assess the validity of this judgement.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Midway (June 1942) weakened the Japanese navy to an extent that it was never strong enough to challenge the US navy again; Midway and Hawaii were henceforth safe and the US were able to launch a pincer attack across the Pacific aiming to converge on Japan. However, in the same month, the Japanese took the Western Aleutian Isles which constituted a potential threat not just to Alaska but the US mainland too. The Battle of the Coral Sea in May 1942 prevented a Japanese attack on Port Moresby, checked their advance in the south-west Pacific and eased the threat to Australia. Set against the massive gains of the Japanese in the region as a whole from 1941 to 1942, the battle of the Coral Sea might be considered more significant than Midway. Do the two battles in combination amount to a significant turning point? The attack on Pearl Harbor is worth assessing as a turning point. It lay behind the advances of the Japanese alluded to above and brought America into the war. Yet, Japan's expansion may have continued without such an attack and the damage done to the US navy was too slight to give Japan any significant advantage, at least in the long run, even if it is conceded that the Americans would have entered the war at some point anyway. Did the capture of Guadalcanal in early 1944 mark a shift in the direction of the war against the Japanese? Given the stubborn resistance encountered at Iwo Jima and Okinawa a little later it could be argued that Guadalcanal was not a turning point. Perhaps the naval battle of Leyte Gulf in October 1944 was a more important turning point as this resulted in the effective destruction of the Japanese fleet. Finally, was the dropping of the Atom Bomb in August 1945 the key turning point given that without it the final defeat of Japan was not guaranteed?

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Knowledge of the military details of the war in the Pacific is not necessary as the emphasis should really be on the strategic impact, and direction, of the Battle of Midway and other possible turning points. Clearly, those who are particularly well informed about the military history of the conflict may be better placed to support the line of argument they adopt. The task of the candidate is to assess the Battle of Midway's importance and to weigh its significance in shaping the war against other key events in the war in the Pacific.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 30	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

26 How far was US foreign policy concerned with the defence of its own national interests in the period 1945 to 1953?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Candidates can be expected to define the national interests of the US. Most are likely to focus on their political, economic and strategic (military) interests aware that they were often intertwined. Politically, the thrust of US policy was to check communism and to defend, even promote democracy. There is enormous scope for candidates to consider the US response to the Soviet occupation of Eastern Europe, events in China and Korea. The Truman Doctrine could be considered and set against the record of US actions in the period to support people threatened by oppression. The effectiveness of the US was mixed and this may be reflected in the judgements of candidates. Economically, US governments were concerned to secure the trade and business interests of the country. Reference to the Marshall Plan would be appropriate and candidates are likely to concentrate on US efforts to revitalise the economies of Western Europe. However, others may stress the importance of Japan after the fall of China to the communists and the efforts of US governments to build the economy of the former. Again the effectiveness of US policy is contentious. Strategically, the US was concerned to defend its influence and power worldwide. The strength of the US military, with particular emphasis on the expansion of her nuclear capacity, could be assessed, aware of the Soviet response and the beginning of the arms race. Further, US support for Taiwan, their support of France in Vietnam, the establishment of NATO and their role at the UN are all possible options for candidates to select from.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. An analysis of a range of events and developments that challenged the US is needed. Some assessment of the relative importance of the events and developments selected might be expected. Linkages between them should be recognised. Judgements should be tied firmly to the notion of national interests.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 31	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

27 What best explains the widespread fear of communism in the United States in the period 1945 to 1953?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. McCarthyism and his ‘crusade’ against communism is clearly at the heart of this question but candidates should make it clear that the fears expressed in the US in the second half of the 1940s had little to do with McCarthy, who assumed a prominent position in the hysteria against communists only from 1950 really. Nonetheless, the role of McCarthy is important to analyse as to some extent the basis of the fears of communism in the US at this time was the opportunism of McCarthy, whose charges against so many were fabricated. Equally, others were prepared to exploit McCarthyism for their own ends. This was particularly so with Hoover, who was happy to fan the fears generated by others to argue for more agents and an increase in the power of the FBI. The Republican Party was also willing to back McCarthy as a way of damaging the Democrats in their pursuit of the Presidency: it was not co-incidental that they ditched McCarthy after gaining the White House in 1953. So, personal, institutional and political reasons help explain the fear of communism evident in the US. Beyond that, the fear of communism could be set in the context of the Cold War and events abroad. There is scope to pick up on the Soviet consolidation of power in Eastern Europe, the Berlin Blockade, China and the war in Korea as well as other developments. Truman’s Doctrine could be considered a reflection of this and the subsequent involvement of the US in the events indicated a measure of the sincerity of US fears of communism. Suspicion of espionage, later fuelled by McCarthy, might be assessed. Similarly, at home fear of communism was based on the influx of refugees from Eastern Europe, assumed to have communist leanings given Soviet domination of the region. Such fears fed into the legacy of the ‘red scares’ of the 1920s.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. A thorough analysis of the various strands from which fear of communism emerged is needed. In doing so, candidates might comment on the quality of the evidence. Much of it at the time was speculative and whilst the opening of the archives in the Soviet Union in the 1990s and the access allowed to the files of the NSA in the US in the same period confirms the fears of the 1945–53 period had some justification, they also show that they were also exaggerated.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 32	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

Section 6: 1953–2000

28 How convincing is the view that the outcome of the Cuban Missile Crisis of 1962 was to the advantage of the United States?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Militarily, it could be argued that the US gained from the crisis as both its air force and navy prevailed. The air force had clear control of the skies and was not challenged. The naval blockade was successfully applied and, arguably, was the basis of the resolution to the crisis. However, neither force was really tested and the USA was not prepared to exploit their superiority by invading Cuba. The experience of the Bay of Pigs may have been a factor and could be considered by candidates. Arguably, NATO (led by the US) was strengthened as a result. The potential threat of missile attack from Cuba had been checked though this advantage might be considered of limited value given the exposure of the US to Soviet missiles from other directions. Strategically, the missile crisis was to the advantage of the US. Soviet penetration into the Caribbean had been thwarted and US power in the region seemed secure once again. The actions of the US were a successful demonstration of the application of the Monroe Doctrine. On the other hand, a communist regime remained in Cuba and the US agreed to remove its Jupiter missiles from Turkey, which weakened its capability in that region. Politically, the image of the US was strengthened at home and abroad, personified by the leadership of Kennedy. The US claimed to have re-asserted its authority after this had been questioned by the construction of the Berlin Wall. The US was presented as having saved the world from nuclear war. Arguably, the crisis was a factor in the demise of Khrushchev later. Yet, the Soviets continued to trade with Cuba, the Berlin Wall remained etc. Diplomatically, US relations with the Soviet Union improved (the hot line and subsequent détente?), though her stock with Britain and France had been tarnished.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Candidates may present a narrative of events followed by analysis of its outcome but the emphasis should be on the latter. Better responses will appreciate the varying dimensions to the crisis. Some may suggest that judgement depends on the perspective adopted and argue that the immediate outcome might be considered to be very different to the longer term outcome.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 33	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

29 How successful was the domestic policy of President Kennedy?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Candidates will likely focus on the areas of policy in which Kennedy hoped to make reform. On the economy he aimed to reduce unemployment and stimulate growth. The reduction of tariffs (Trade Expansion Act) and taxes on business (Revenue Act), spending on defence and the space programme and the encouragement to States to spend federal grants had some success. Unemployment fell from 6.5% to 5.3% and inflation from 3.5% to 1.3% (1960–64). Yet, it was only in 1963 that he proposed a tax cut on personal incomes, some of the largest corporations especially in the steel industry were uncooperative and levels of unemployment remained high. Poverty was at high levels which Kennedy aimed to reduce. The minimum wage was increased, job training schemes were introduced, deprived areas were targeted for investment. Yet, much of the latter was misdirected, various programmes were blocked in Congress, property developers seemed to gain more from housing initiatives than the homeless. The Equal Pay Act was applied to female employment: although not all women were covered 171,000 benefitted. Kennedy's health-care scheme was rejected by Congress. His plans for the building of new schools also failed to gain support, although he did succeed in providing more money for graduate schools in science and engineering. In the field of civil rights Kennedy promised more than he delivered. He responded to events rather than directed them. For example, the Freedom Rides of 1961 forced the administration to intervene to insist on de-segregation on inter-state transportation. However, it was Johnson who introduced major reforms.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Candidates may address the question by treating issues discretely but if so they should be aware of the linkages between them, for example, that efforts to tackle poverty were intrinsically connected with the aim of reducing unemployment. Alternatively, candidates may deal with Kennedy's successes and then his failures. Despite the limitations of the 'New Frontier', its vision and inspiration was important for the future and that much of what he envisaged was achieved subsequently. Perhaps any failure was less his weakness than the opposition of Congress, religious groups and vested interest.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 34	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

30 'His administrations did little to resolve the divisions in US society.' Assess this view of Nixon's presidency.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Although the emphasis will be on domestic affairs there is room for consideration of foreign policy. Divisions over civil rights should be addressed. Arguably, Nixon exacerbated them with policies designed to win the support of southern whites, for example, those limiting voting rights, modifying housing rights for black Americans and his efforts to halt the de-segregation of schools. However, the Supreme Court blocked many of his measures and his strategy ended the dominance of the Democrat Party in the South. Nixon also promoted affirmative action and appointed James Farmer, head of CORE, to HEW. The Black Panther Party was weakened by the operations of the CIA, which reduced their activities but at the cost of further alienating the black population especially the young. Radicals of other sorts – political activists, gay rights campaigners and feminists – were divisive forces. Nixon's appeal to the 'silent majority' helped marginalise revolutionary elements and concessions to women on education and abortion helped mollify the feminists. However, disaffected youth adopted alternative life styles and the gay movement expanded. Economic divisions continued to plague US society. Stagflation worsened during Nixon's presidency (the 'Nixon recession') which Nixon addressed. Abandoning the fixed exchange rate devalued the dollar but helped the export trade and tax cuts stimulated spending. Yet, a wage freeze and his attempt to end handouts to the poor (rejected by the Senate) served to maintain if not widen the gap between the rich and the poor. Vietnamese policy might be assessed for the divisions it caused. The release of the Pentagon Papers, the disaster of the invasion of Laos, the heavy losses in Vietnam and the Kent State shootings all served to widen the divisions in society. However, Nixon did adopt the policy of Vietnamisation and talks with the Vietcong might be considered as measures that helped resolve divisions. The Watergate Scandal is likely to be highlighted as epitomising the divisions in society.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. There are many issues to examine. In each case candidates should be able to discuss how Nixon's policies reflected or helped resolve division. Emphasis might be placed on particular areas of policy and some sort of weighting of the issues would be appropriate. Was Watergate more a symbol of division rather than anything more substantial?

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 35	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

31 What best explains the ending of détente?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. An understanding of the term, détente would be appropriate, with some reference to the rapprochement between the USSR and the USA in the early 1970s. Factors that helped bring about détente might be turned on their ends to explain the end of détente. For example, USSR support in pressurising the North Vietnamese to make peace was a factor in encouraging the US to find accommodation with the USSR early in the decade, but by the end of the 1970s this was irrelevant. Carter's inconsistency in foreign affairs undermined the confidence of the USSR in détente. For example, he moved missiles from Korea but then opened talks with China. The USSR's invasion of Afghanistan offended the US and was reflected in the refusal of the Senate to ratify SALT II. The failure of the USSR to uphold the Helsinki Accords of human rights also engendered increased hostility to communism and the USSR in the USA. The election of Ronald Reagan might be stressed as an important factor. His rhetoric, referring to the USSR as 'the evil empire', only inflamed relations and his commitment to increased spending on defence divided the US and the USSR further. Some may comment on the Middle East as an area in which both sides collided. It could be argued that the underlying fault lines dividing the USA and the USSR were still evident and that in essentials the Cold War of 1945 was still in play.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Separate factors may be examined discretely but linkage of factors would be useful. If factors are not ordered in terms of importance the relative value of factors should, nonetheless, be considered. Some candidates might question whether détente did end or, if so, exactly when. Relations between both sides may have strained from 1979 but only a few years later Gorbachev assumed power in the USSR. Instead of ending it might be more appropriate to regard any apparent dip in USSR-USA relations as simply an aberration.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 36	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

32 How justified is the view that President Reagan's main domestic achievement was the expansion of the economy?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. 'Reaganomics' was characterised by 'supply side' economics and an attempt to reduce welfare. The emphasis was on tax cuts and reduced government spending. Unemployment and inflation fell significantly and GDP rose faster than at any time since WW2. However, defence spending escalated and created a huge budget deficit that remained a problem after Reagan's second term and overall economic performance was no better than the average for OECD countries. Further, the stock market crash of 1987 wiped 20% off the value of stocks. Nonetheless, relative to US economic performance since the 1960s the record was impressive. Reform of the federal judicial system might be considered a major achievement too. His appointments changed the colour of the district and appeal courts and the Supreme Court. This ensured more conservative judgements, for example, on restricting affirmative action. However, Reagan was unable to secure all the appointments he wanted and on issues like abortion the existing law was upheld. He achieved a reduction in social welfare (on Medicare, Medicaid, food stamps etc) and linked welfare to work. However, the governors of States and Congress (Democrat) rejected his scheme of block grants to the States.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Some candidates are likely to judge Reagan by the aims he set himself. Others may choose to judge his record by the outcome of his policies in a broader context. Either way there is scope to argue that the economic record of the Reagan years may be considered his main achievement although others may point to other achievements. Some assessment of the relative significance of Reagan's policies is needed in the short or the longer term.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 37	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

Section 7: Themes c. 1900–2000

33 'The power of the presidency increased mainly in times of war.' Consider this claim with reference to the period 1933 to 1974.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. The War Powers Act, 1942, gave FDR power to deploy troops and executive war policy. By the Office of War Mobilisation Act, 1943, the White House had power to co-ordinate the running of the war at home. Some might argue FDR abused his power with the relocation of 112,000 Japanese in 1942. However, the president was monitored and his power checked, to some extent, by the Supreme Court, who upheld individual rights, and the Congress, who scrutinised government spending and the activities of the armed forces. Since 1945 successive presidents sent troops to war: Truman to Korea, Kennedy, Johnson and Nixon to Vietnam, largely without the approval of Congress. JFK and LBJ used executive powers to do so, the Tonkin Resolution extended presidential powers in South – East Asia and Nixon bombed and invaded Cambodia illegally. However, Congress passed the War Powers Act of 1973, obliging the president to consult Congress before sending troops abroad and to secure Congressional approval for a war longer than 60 days. Yet, the Act has never been invoked: it had little effect in curbing the powers of the presidency. Presidents' powers were also increased in periods of peace, most notably under FDR who took control of the banks and established the Alphabet Laws: FDR had unprecedented power, so much so that many accused him of dictatorial tendencies. The law of 1948 restricting the term of a president to two terms was a reaction to this. Some might argue the Truman Doctrine was a measure that allowed the president *carte blanche* to commit troops abroad whenever he deemed there to be a communist threat though was this a war (Cold) measure? During peacetime presidents' powers were limited by the Supreme Court, which constrained FDR in the 1930s and Congress, that limited JFK's ability to implement his domestic agenda. Nixon's demise illustrated how a president who assumed unconstitutional power could be undone.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. The underlying assumption is that the powers of the presidency did increase in wartime, which some might challenge. Candidates should assess the extent to which the powers of the presidency were increased in peacetime too in order to arrive at a judgement.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 38	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

34 Was World War Two the most important factor explaining the economic development of the United States in the years 1941 to 1980?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. WW2 was significant in explaining the economic development of the US in the period. The stimulus to production, productivity, profits, employment, shipping and trade was considerable. Some might suggest WW2 merely confirmed a supremacy already established by 1941, although the backdrop of the Great Depression and the New Deal might make that difficult to sustain. Alternatively, the short-lived nature of the boom and the structural distortion created in the economy might be assessed. Although about 50% of industrial production was in consumer goods and the rest government purchases and war materials it was the latter that provided 'full employment' and stimulated the former. The following factors might also be considered. Marshall Aid could be seen as a means to asserting US economic supremacy in Europe, although some may link this to WW2 and regard it as an extension of the latter. The poverty and insularity of communism might be assessed, offering the US a free hand to assert itself in the Cold War period. The strength of US corporations and their dominance in certain fields might also be considered to be a key factor allowing a discussion of technologies, the enterprise culture, federal government policy in the US and the nature of the American labour market. If WW2 is considered significant, many candidates may link that to the factor of foreign wars and high defence spending throughout this period. Reference to US involvement in various wars and the arms race would be appropriate.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. The impact of WW2 should be at the heart of the answer and better candidates will debate the significance of it. War, in general throughout the period, might be considered the most important factor, of which WW2 was merely one example. Furthermore, weaknesses in the US economy might be considered to indicate that its development was hindered in the longer term.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 39	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

35 Assess the impact on American society of developments in cinema, radio and TV in this period.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. It could be argued that cinema and wider media have been hugely significant especially on family life, entertainment and social behaviour and attitudes. Reference to the boom in the cinema industry in the inter-war years, the continued importance of Hollywood, and the advent of TV would be appropriate, highlighting how both have affected attitudes to women, celebrity and patterns of living. Further, the ways in which these mediums have helped forge a greater sense of national identity (especially the more patriotic films of Hollywood) and social integration could be assessed. It could be argued that the cinema, radio and TV have been vehicles used by others to influence the politicians and by the latter to influence the population. Reference to the use of film, radio and TV by pressure groups such as the gun lobby, anti-abortion groups, civil rights activists and anti-war protesters exploiting these mediums and so on, through advertising, talk shows and, for example, staged events designed to hit the news, and the effect they have had in mobilising opinion could be considered. Indeed, it could be argued that the very election of politicians, including the presidency, is now decided very largely through and by the media and film industry. The impact of the media in determining consumer spending, education and racial attitudes are just some of the areas that might also be considered. The ownership and control of film, radio and TV companies could be assessed with particular emphasis on the consequences of the concentration of ownership in the hands of a small number of people.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. Candidates may argue that the media has been most influential in certain spheres of social life rather than others. Most may concentrate more on the later part of the century – and for good reason – but some consideration of the century as a whole is expected. Some may judge that cinema, radio and TV were more significant in their impact if only at different times of the period.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 40	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

36 Assess the significance of Hippy culture.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Individualism was a feature of hippy culture which has persisted in the numerous groups living on the margins of society, the emphasis on personal development in education and work and the focus of consumerism. However, arguably this was and is consistent with a key characteristic of US identity since the birth of the state manifested in the ways suggested above although perhaps less obviously so before the advent of hippy culture. Allied to this, the permissiveness of the 1960/70s might be considered a feature of hippy culture. However, whilst the issues of drugs, sex and rock 'n' roll might persist, it could be argued that there has been a conservative reaction against this. The effect of hippy culture on democracy was significant. Many hippies distanced themselves from the political process, abstaining from voting in elections, for example. This might be suggested as one reason for the low level of involvement in politics. Anti-authoritarianism reflected in the pacifism and anti-war movement of the 1960s/70s has persisted but the long term effect of this in determining US foreign policy is debatable. Did hippy culture promote feminism? Whether it illustrated the equality of women or advanced the cause of women's rights or not is also contentious. With its appeal to the young it might be argued that hippy culture helped emphasise the importance of youth and so stimulated increased focus on education. On the other hand, this can be explained by more practical economic and political reasons. Did hippy culture have an effect on the civil rights movement and, if so, was this of temporary significance?

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. There are many aspects that might be considered and it would be reasonable to expect candidates to select a fair number of points even if the analysis is not exhaustive. Distinguishing distinctive strands of hippy culture is difficult and should allow for much cross linkage of points.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 41	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

37 How valid is the notion of 'a melting pot' to describe the United States in this period?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. In terms of the influx of immigrants into the USA and government policy on immigration it could be argued that the term is appropriate. The numbers immigrating into the USA after 1945 were very high. For example, in the period 1950–70 nearly 6 million entered the country from Europe, Mexico and Puerto Rico. In most cases the immigrants slotted into US society and were accepted by the majority. Indeed, it could be argued that immigration has fostered a degree of multi-culturalism which has been of benefit to the nation and this has been welcomed by the majority. In this period only about 5% of the population at any one time has been immigrant, making it easier to absorb those moving into the USA. Also, the quota in operation since 1945 was abolished in 1965 and thereafter skills and family relationships were the main criteria for entry, so making it easier for immigrants to integrate. However, concentrations of immigrants in particular areas could cause problems. For example, Mexicans concentrated in the South West, Puerto Ricans in New York City. In more recent years monitoring the border with Mexico has been very difficult because of the number of illegal migrants. In economically difficult times immigrants are often resented as poaching jobs and hardship abroad has encouraged more to immigrate at these times, so making the problem worse. The association of immigration and crime, however misleading it might be, also suggests the notion of the USA as a 'melting pot' is not entirely appropriate. Similarly, migrants tend to live in ghettos and many experience real poverty putting them on the margins of society. Racism has never been far below the surface. In addition, it could be argued that immigrants play a lesser role in the politics of the US, preferring to defer to community leaders who pursue group interests rather than be guided by national concerns.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. There is a case to be made that the USA has been a 'melting pot' since 1945 but that the degree of integration has varied between groups and at different times. It might be said that the phrase was used in the 19th century and was equally imperfect when applied to those times. Perhaps, the myth is more important than the reality which helps explain why immigrants continue to flood to the USA – itself a signal that they at least regard the USA as a 'melting pot'.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 42	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2012	9769	03

38 How beneficial was the social and political influence of organised religion in the United States in the twentieth century?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – with explanation to the fore. Candidates are likely to concentrate on Christian organisations of a conservative hue. They have been very influential in helping to establish the syllabus in schools (particularly in Biology and Ethics) and the appointment of teaching staff. University research is also controlled to a degree by the financial influence of the Christian Right in providing the funding. More generally, medical research has been constrained by Christian activists who object to experimentation involving animals. The development of genetically modified crops has been influenced by the same groups. Similarly, social behaviour has been influenced by organised religion with their views on abortion, sex before marriage and so on. The conservative inclination of organised religious groups could be assessed in the broader political context as a force for stability and a check on radicalism. There can be little doubt that organised religion has influenced the politics of America to a considerable degree. This may be especially the case in the South and the so-called 'Bible Belt' but in a country that is ostensibly very religious it could be argued its political influence is nationwide. Election campaigns and political debate are shaped, to a degree, by organised religion and few politicians at state or federal level, including the President, can afford to ignore such groups. However, some might argue that they merely reflect popular opinion. The election of George W Bush in 2000 might be assessed in this respect.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations (although not required) may enhance responses, as will an ability to engage with controversy. There are various strands to this question which allows candidates sufficient scope for discussion. The positive and negative aspects of each strand identified should be assessed. There is a danger that answers may tend to be subjective, but a position for or against the proposition is to be expected. It will be the quality of the argument that is being assessed.

AO3 [Not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.