

MARK SCHEME for the October/November 2013 series

9769 HISTORY

9769/03

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

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

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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

Introduction

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

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

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

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Band 1: 25–30

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

Band 2: 19–24

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

Band 3: 13–18

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

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Band 4: 7–12

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

Band 5: 0–6

The 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.

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1 How important was the issue of taxation in explaining the outbreak of rebellion by the American colonies?

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 refer to the main taxes introduced by Britain after 1763 such as the Sugar Act (1764), the Stamp Act (1765), the Townshend Duties (1767) and especially the tax on tea, the closer application of customs duties. Reasons for the introduction of these taxes and the response of the colonists can be expected. In addition, other factors that explain the outbreak of rebellion should be considered: the Proclamation Act (1763), the Boston Massacre, measures taken to control Boston, attempts to mobilise opinion and co-ordinate action by colonists and events at Lexington and Concord.

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 may enhance responses.

In discussing the importance of taxation candidates should do more than describe their detail. The general principle of ‘No Taxation Without Representation’ could be assessed. As well, the significance of individual taxes should be assessed. Different groups were affected differently: merchants, manufacturers, professionals, the public at large. Attempts to judge the relative importance of taxes would be valuable. Similarly, the response of the British to rebel opposition would be helpful: some taxes were repealed and were very short-lived. Further, the application and collection of taxation was partial at best. This was particularly so in rural areas where the bulk of the population lived. Even so, in the urban areas which were more affected by taxes the concentration of people arguably made resistance to taxes easier to articulate and act against. The Boston Tea Party was important in galvanising opposition which led directly to the Boston Port Act and other events and could be used to confirm the importance of tax in explaining the outbreak of rebellion. In addition, were the ideas of American thinkers more important than taxation? Tom Paine’s ‘Commonsense’ was only published in 1776. Was the restriction of westward movement of greater significance given it was applied as early as 1763? How significant was the Boston Massacre given the defence of the actions of British soldiers that was successfully upheld in court? Yet, the propaganda value of the event could be assessed. The scale and effectiveness of the Sons of Liberty and other radicals could be analysed. Would rebellion have broken out but for the clash at Lexington? In conclusion candidates should judge the relative importance of taxation against other factors. Some might differentiate between long and short term causes of rebellion.

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.

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2 To what extent were the ideas of thinkers and writers in America between c.1750 and c.1820 truly enlightened?

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 main thinkers and writers in America were Franklin, Washington, John Adams, Jefferson, Tom Paine and James Madison. Knowledge about their ideas on politics, economics, society, the law, religion etc. will be expected. Some definition of ‘enlightened’ will also be necessary. Candidates might refer to the influence of the French philosophes – Voltaire, Montesquieu, Diderot, Rousseau – but some may appreciate the impact of British writers such as Locke and Adam Smith. To some extent the American enlightenment was an amalgam of these two European influences.

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 may enhance responses. In general, American thinkers can be said to have been truly enlightened; their watchwords were reason and liberty. The political ideas of American thinkers provide considerable scope for discussion. They shared with their European counterparts a belief in republicanism defined as the values of patriotism, citizenship, and property. They went further than the latter in a commitment to the principle of an elected Head of State: many Europeans were prepared to retain monarchy so long as the king was ‘the first servant of the state’ who shared power. On the relationship between the executive, legislative and judiciary, American thinkers were truly enlightened. In Jefferson’s Declaration of Independence and Madison’s ‘Federalist Papers’ the notion of the separation of powers and checks and balances are clear and reveal the influence of Locke and Montesquieu on government as a ‘contract’. On the involvement of the people in the political process, the Americans were conservative, more in line with British thinkers who were not convinced by ideas of democracy as advocated by French Revolutionaries, though Tom Paine might be considered to be more radical than others. Americans believed in equality and liberty. In economics, free trade and the views of Adam Smith were absorbed. Franklin extolled the virtue of thrift, industry and money but also philanthropy and voluntary work. This was consistent with the interests of property which all thinkers espoused. However, their acceptance of slavery may be discussed as inconsistent with the notion of equality of opportunity to generate wealth or for individuals to pursue their own course and in that regard their ideas were not truly enlightened. They were universally conservative in their social views and did not go as far as Rousseau in advocating radical change in education and the rights of women. In matters of religion, however, American thinkers were more radical than some of their European counterparts. Most philosophes were deists, as were most American thinkers, opposed to religious dogmatism. Few abroad advocated the disestablishment of official religion, however, which the Americans favoured. On matters of justice, lawyers like John Adams supported enlightened views on fair trial, habeas corpus and opposed barbaric punishments.

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.

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3 ‘The War of Independence served more to divide rather than unite the Thirteen Colonies.’ 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.

Many candidates are likely to limit their answers to the period of the war itself. More thoughtful responses will assess the immediate post war impact of the conflict. Responses that consider the situation at the start, during and at the conclusion of the conflict will provide the most complete answer.

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 may enhance responses.

Division was evident from the start. The 13 Colonies were separate political units, their interests differed – the divide between northern and southern regions already evident – rural populations were detached from urban centres, distance and problems of communications inhibited co-operation. Further, about 33% of the population were loyal to Britain and another 33% wavered and whose attitude to one side or the other was changeable. Yet, in 1775 the Second Continental Congress was in place, an army was formed and the Declaration of Independence established the moral principles behind which many could unite. During the war, division was evident over strategy, desertion from the ranks was a problem especially during the winter of 1777–78, British victories, for example, at Brandywine, the betrayal of Arnold depressed morale and British success in the South in 1780 turned many against the rebels. Yet, the destruction wrought by the British in the South served to reinforce support for the rebel cause. Washington’s leadership served the same purpose and military victories, for example, at Trenton and Saratoga, united colonists and the Articles of Confederation had been agreed. At the conclusion of the war the alliance of the colonists cracked. Divisions were clear on economic issues (jobs, debts, trade) and the existing Confederation proved weak. Nonetheless, the colonists united to resolve such problems and created the American Constitution.

Some candidates are likely to offer a chronological run through of events which could be effective if the issue of division and unity is kept in focus. Others may identify specific elements of the conflict and analyse them in turn, perhaps considering the political, financial, economic, military, and social dimensions 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.

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4 Was foreign policy more important than domestic issues in explaining the differences between the political parties from 1792 to 1814?

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 effect of the French Revolutionary and Napoleonic Wars divided the parties with the Republicans backing France and the Federalists supporting Britain. The latter favoured intervention in the conflict, the Republicans preferred to stay out. Specific issues such as trade and the Louisiana Purchase might be assessed. In addition, the War of 1812 was divisive with Federalists against conflict with Britain. At home the parties were divided, mainly over financial policy. Hamilton's initiatives on tariffs, debt (Federal and State), the establishment of the Bank of America and a Sinking Fund were the subject of fierce division between the Federalists who supported Hamilton's plans and the Republicans who opposed them. The issue of 'States Rights' emerged to divide the 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 may enhance responses.

Candidates should do more than simply outline the position of the parties on foreign and domestic policy. The relative importance of each should be attempted. In doing so, many will recognise the interconnection of the two and be aware of the divisions within each party on some, if not all aspects, of policy, home and abroad. As Hamilton's financial policies were introduced between 1789 and 1791 and gave rise to the establishment of the two parties in the first place it could be argued that domestic policy was more important than foreign policy in dividing the parties. Further, the issues that infused debate on financial policy hinged on principles that were both fundamental and sensitive to Americans, namely those of democracy (Republicans thought they favoured the rich) and vested interest (Republicans thought they favoured commerce). Also, the reactionary laws of 1798 introduced by the Federalists were opposed by Republicans so strongly that the issue of 'States Rights' was developed which was central to the presidential election campaign of 1800 and which brought Federalist rule to an end. It might be argued that as the Revolutionary Wars were protracted and of concern for the whole of the period in question that foreign policy was more important than domestic policy. Throughout this period Federalists held to their position of intervention against France whereas the Republicans preferred to stay neutral. This proved difficult given the trade war between Britain and France in which American became involved. The debate on the Embargo Act of 1807 divided the parties in part because of its impact on American shipping and exporters and in part because of its implications for relations with France and Britain and illustrates the link between domestic and foreign policy. Federalists forced Jefferson to repeal it in 1809. To some extent the War of 1812 was an extension of this issue and could be used to emphasise its significance. Division was so serious that the Federalists contemplated secession for the New England States.

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.

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5 Does the presidency of James Monroe, 1817–25, deserve to be known as ‘The Era of Good Feelings’?

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 would do well to define their understanding of the phrase in question. It was coined to mark a period when party strife appeared to be dead. Yet, it might also be regarded as an indication of well-being either at home or abroad or both. Before 1817 America was beset with problems, many the result of wars that ended in 1814. After 1825 political divisions re-emerged and there were difficulties abroad.

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 may enhance responses.

The aspects of ‘good feeling’ identified above should be analysed. Monroe’s success in 1817 was at the expense of the Federalists who faded thereafter and were practically extinct by 1825. This was reflected in his almost unanimous re-election of 1820. It could be argued this was due to the weakness of other politicians: they were to emerge after 1825. Or was this an indication of the success of Monroe’s policies? Either way, many deplored the absence of contentious political debate as disappointing in a democracy.

Westward expansion (6 new States joined the Union) provided opportunity for business and farmers. However, speculation in land created problems for the latter and the role of the Bank in this reduced confidence in the government. The acquisition of Florida resolved the problem of Indian raids from there into the USA. However, Jackson’s brutal intervention into the region caused disquiet home and abroad. Controversy over the entry of Missouri into the Union as a slave state led to the Compromise of 1820. Candidates might analyse the merits of this arrangement (maintaining a balance of free and slave states) and the problems it created (formalisation of the USA into two Sections and a defensive attitude in the South). The judgements of Chief Justice Marshall on the rights of the Federal government to interfere within a state – on the position of the Bank, the rights of private companies and institutions etc. – could be analysed. His judgements were welcomed by those who opposed ‘States Rights’ but those who defended the autonomy of states were less impressed. The famous Monroe Doctrine was hailed at the time as an important statement of the rights of the USA in the Americas and a legitimate defence of business interests and the liberty of the people of the area. A minority questioned the assumption underpinning the policy that the USA’s interests or those of the area were best served by it. It is for candidates to judge whether, on balance, the phrase is 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.

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6 Why was the movement to abolish slavery within America so weak in the period c.1800 to 1865?

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 a large degree the answer lies in the attitudes of contemporaries. Opinion was mostly opposed to abolish, especially in the South, or indifferent at best. Most candidates will associate the abolish movement with the foundation of The Liberator paper in 1831 and the Anti-Slavery Society in 1833. An assessment of the policies and activities of both would be relevant. Political arrangements such as the Compromises of 1820 and 1860 were significant. The effects of individual activists such as John Brown were important.

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 may enhance responses.

In the early years of the century, slavery was practised in many parts of the world and there did not appear to be anyone able or willing to campaign against it as Wilberforce did in England. However, it could be argued that the abolition of the slave trade and then slavery within the Empire by the British stimulated interest in the same within the USA. The emergence of Garrison and the A-SS at this time might be used to argue this point. In assessing attitudes to slavery candidates are likely to explain the weakness of the movement to abolish slavery in the South as due to vested interest although some will acknowledge the shades of opinion within the South. Even in the North opinion was either indifferent or supportive of slavery: abolitionists often faced hostility in the North when campaigning there. Economic concerns underpinned attitudes to some extent. Plantation agriculture had become dependent on slavery and in the period it was expanding. Whites, especially in the North, feared that abolition would weaken their position in the labour market. Some who opposed slavery preferred sending slaves to Africa and backed the Colonisation Society. Some were prepared to 'work' the 'underground railroad'. Politics was also a factor. The strength of 'States Rights' should be assessed. The Compromises indicate the preference for those with reservations about slavery to merely contain it rather than abolish it. Even Lincoln only pressed to prevent the extension of slavery. Preservation of the Union was paramount for many and explains why they were prepared to tolerate slavery: Southern threats to secede were taken seriously not least because of the experience of 1832 on tariffs and actual secession in 1860/1. Politicians divided evenly, especially in the Senate, so the passage of legislation was difficult. On the other hand several Northern States refused to implement the Fugitive Slave Laws. To some extent the stridency of abolitionists explains the weakness of their movement. Garrison's propaganda was uncompromising and prompted an equally intransigent response from defenders of abolition. The violence of the civil war in Kansas-Nebraska and Brown's raid could be assessed in the same way.

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.

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7 'The relations of the United States with its neighbours were largely cordial.' How persuasive is this view of the foreign policy of the United States between c.1820 and 1861?

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.

Knowledge of USA relations with Spain in Florida might be included, picking up on the settlement of 1818, as well as Cuba. Relations with Mexico will probably be given prominence with the clash in Texas and the war of 1846–48. Britain was also a neighbour to the North and issues in Canada and Oregon could be considered.

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 may enhance responses.

Relations with Spain were tense at the beginning of this period. Creel and Seminole Indians launched incursions from Florida into US territory as far afield as the Mississippi delta. Jackson's raid in 1818 was controversial but secured a settlement with Spain. Relations were cordial thereafter not least because Spain lost her foothold on the continent. However, the Monroe Doctrine of 1823 was an implicit threat to Spanish interests not least because of her hold on Cuba which the USA had ambitions to control. This was particularly evident in the 1850s when Pierce considered military support for Cuban rebels looking to overthrow the Spanish. Sugar imports from Cuba to the USA were a constant bone of contention. Relations with Britain were difficult throughout the period. This was partly a legacy of the war of 1812. Border disputes were persistent, if intermittent and small scale, occasionally flaring up but usually being resolved peacefully. This was the case in 1838–42 with Canada and 1845–6 with Oregon. It might be argued that the rhetoric of the politicians exaggerated the extent of the crises and that in the main, and certainly after 1846, they were reasonably cordial. Some candidates might take the story into the Civil War and assess relations between the two then, picking up on the Trent and Alabama affairs. Beyond that disputes between the two in Central America in the 1850s might be considered. As with the northern border, disputes were relatively minor. Perhaps relations might best be described as tense rather than dangerous. Relations with Mexico were largely cordial until the 1830s. After all, Mexico had only been recognised in 1823, she had allowed US settlers into Texas and by the deal with Spain in 1819 the USA renounced claims there. Yet, in the 1830s conflict erupted in Texas and a decade later full scale war between the two countries led to the USA taking huge swaths of land from the Mexicans and even invading Mexico itself. Arguably, after the Gadsden Purchase of 1853 peace was restored. Relations between the USA and Mexico could hardly be described as cordial for much of the period. Candidates are likely to conclude that the picture was patchy and inconsistent.

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.

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8 To what extent were Northern fears about ‘slave power’ justified in the period c.1820 to 1861?

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 concept of ‘slave power’ should be defined by candidates. In the North there was an increasingly held view that the Southern States were expanding their political power by gaining control of the key institutions of government and the judiciary. What’s more, this was regarded as a deliberate conspiracy with the express aim of extending slavery. Some were convinced that Southerners intended to establish a slave empire in Latin America. Knowledge of key developments from the Missouri Compromise can be selected from which candidates can assess the validity of Northern fears.

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 may enhance responses.

In terms of slave territory it could be argued that the peculiar institution was expanded: Missouri, Texas and Kansas. However, the Compromise of 1820 limited slavery and Maine was added to the Union as a free State to balance that of Missouri. The Compromise of 1850 restricted slavery to the same latitude but in doing so allowed the possibility of slavery expanding into lands between Texas and California. Slavery was excluded from the latter. Nonetheless, for Northerners the concessions made to the South – on fugitives, Washington – was proof of ‘slave power’. Further, no limit was placed on its expansion south of the 36 30 line allowing the possibility of extending slavery into Mexico and the Caribbean: Pierce’s schemes of the 1850s to take Cuba might be assessed as proof of the ambitions of ‘slave power’. Northern fears, however understandable, were not realised not least because Northern opposition forced Pierce to back down. The very election of Pierce in 1852 (a Southern) followed by that of Buchanan (a Northerner, sympathetic to the South), in 1856, seemed to confirm the plan to seize control of the Presidency. However, this was partly because of the disunity of the opposition. Democrat gains in Congress reinforced such fears especially after the attack made by Brooks on Sumner in the Senate. However, the Republican Party had emerged as viable political force, and its position was strengthened further when Lincoln became its leader. His election as President and its impact is relevant. Discussion of the Lincoln-Douglas debates, the legal cases concerning Dred Scott and John Brown could be analysed as evidence for Northern fears of ‘slave power’. Against this the Personal Liberty Laws introduced in some Northern States and the failure of courts in some States to uphold the Fugitive Slave Laws could be reviewed. Judgements may conclude that Northern fears were always exaggerated, certainly in the earlier period, as Southerners were merely defending the status quo and that their control of the levers of power was never assured or candidates may judge the threat as justified.

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.

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9 Assess the view that the battle of Gettysburg was the turning point in the American 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.

Knowledge of the battle itself would be helpful but is not essential. Equally, information provided about the background to the battle and its outcome could be useful to support the analysis. Candidates should concentrate on the importance of the battle in the context of the war as a whole. In doing so candidates could consider other key moments in the war.

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 may enhance responses.

Some candidates are likely to present the case for the battle as a turning point and then a counter argument. This approach is valid but runs the risk of appearing to be two mini essays and for aspects of the topic to be revisited. Others may consider different aspects of the battle in turn and assess their significance. For example, Gettysburg was the largest battle of the war and so made a mark merely for its scale. However, several other battles involved large numbers of men, with armies of similar size. In the same vein, it is seen as a particularly brutal conflict, not least during Pickett's charge. Yet, individual scenes of horror elsewhere were many. Similarly, whilst the Confederacy lost c.28,000 men, Union losses were also high (22,000). Nonetheless, it could be argued that the South were least able to absorb such losses given their more limited population. Further, it was a serious defeat for the Confederacy which exposed the myth of Lee's invincibility. Certainly, Lee was not able to launch such an invasion of the North again. However, it was a close run thing and Lee long maintained that he would have won but for the accidental shooting of Jackson on the eve of the battle. Also, even if he had triumphed, Lee would have had to retreat shortly afterwards because of problems of supply and the military situation elsewhere. It is often said that the battle undermined the morale of the Southern soldier and raised that of the Yankees. This may have been so in the immediate aftermath of the battle but Southern forces were notoriously stubborn and resolute and they continued the war for another two years. Northern soldiers had been less than reliable from the start and they remained so after Gettysburg.

It would be appropriate to consider other moments of the war that might be said to have been the turning point. Candidates might look at Vicksburg which was taken by Grant the day after Gettysburg, Antietam (1862) where Lee had also been checked or Sherman's March of 1864. In identifying one or more alternative turning points candidates need to assess their significance relative to that of Gettysburg.

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.

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10 How successful was President Lincoln in dealing with his critics in the Northern states between 1861 and 1865?

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.

Revered today and enjoying the support of the majority of people in the North at the time, Lincoln did face opposition. Some thought Lincoln abused his powers and opposed him for the threat he posed to civil liberties. Others believed the war was wrong and either refused to serve or encouraged others to support Lincoln. He faced stiff opposition in the election campaign of 1864. Lincoln's methods of dealing with his critics – from persuasion to force – need to 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 may enhance responses.

In terms of persuasion, Lincoln was effective in his personal leadership. He was a good communicator who was capable of inspirational speeches, like that at Gettysburg in 1863. His focus on the morality of the Northern cause was important in stifling opposition: the Emancipation Proclamation was important in this respect. He was willing to bring critics of the war ('Copperheads') into his Cabinet, the administration (and to allow free discussion in government) or the army. Similarly, he was adept at working with Congress and easing the concerns of his critics. Proof of his success it might be argued was his re-election in 1864 after over three years of war although McClellan scored 45% of the vote.

In terms of force, Lincoln was successful. His claim to have 'war powers' was questionable but his willingness to make decisions without necessarily consulting Congress meant that delay was limited and things were done which proved significant. For example, the naval blockade was imposed, habeas corpus suspended, troops raised and money collected without asking Congress. The effectiveness of these measures could be analysed. Some argue his actions provided the North with the means to resource the war at the same time as strangling the South economically. As such, critics in the Border States were dissuaded from leaving the Union – West Virginia even seceded from Virginia to join the Union. Lincoln was equally uncompromising in dealing with open defiance. Draft dodgers protesting in New York in July 1863 were fired on and some killed by some of the 20,000 troops sent to disperse them. Pacifists were often dealt with by military tribunals. It might be argued that Lincoln was able to act in this way because the war eventually went his way but his may, in part at least, have been because he was successful in dealing with his critics. Comparisons with Davis in the South would be instructive.

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.

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17 Consider the view that the position of Black Americans was no stronger in 1914 than it had been in 1865.

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 Negroes in 1865 was significant in raising the expectations of the Negroes and the fear of the southern whites. Candidates may divide the period into two: Reconstruction until 1877 and the later years. The Black Codes of 1865 epitomised the prejudice of the southern whites as they continued to discriminate against Negroes. By 1877 all state governments were in the hands of whites. Worse, the KKK emerged and the Democrats recovered its power in the south and legal segregation followed.

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 may enhance responses. During Reconstruction, the political rights of Black Americans improved. All 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 Negroes against discrimination but it led to savage anti-Negro 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 Negroes have a majority in the state legislature and only a few held posts of importance. But, with the end of Reconstruction in 1877, Southern Whites successfully adopted several devices to circumvent the 15th Amendment. By the 1890s voting regulations to prevent Black Americans from voting had been introduced including requirements to pay a poll tax, to own property or pass literacy tests. Socially and economically improvements were also short-lived. Freedman's Bureau, 1865, did much useful work till 1872, feeding Negroes, finding them work, establishing schools and so on. Yet, many officers were corrupt and its work made whites even less sympathetic to Negroes. Some 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. By 1900 the 'Jim Crow' laws were in place which segregated the races in terms of employment opportunities, access to public facilities, housing and education. Black Americans reacted in different ways with some taking a more resigned approach to segregation (led by Booker T Washington) in contrast to those who determined to press for reform (such as the NAACP founded in 1909). Many Black Americans decided to leave the South. In the Great Migration, 750,000 moved North between 1890 and 1920, mainly to the big cities like New York and Detroit. If they found jobs they were often poorly paid, denied the rights of White workers and forced to live in poor housing. They did not escape racial prejudice but they enjoyed a degree of freedom not available in the South. The National Urban League, started in 1911, helped Black Americans seeking work in the cities.

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	Syllabus	Paper
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18 Why was there almost continuous conflict between employers and trade unions in the United States between c.1880 and 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, notably the Knights of Labor and the American Federation of Labor, were prepared to take industrial action and were prepared to challenge employers. Many employers were prepared to pursue profit at any price irrespective of the cost for their employees. Unrest was an endemic feature of the industrial workplace which often erupted in spectacular protests. For example, the railroad strike of 1884 and two great strikes in the 1890s in the steel industry (1892) and Pullman cars (1893).

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 may enhance responses.

Factors that explain the conflict were many and their importance should be discussed. Leaders of trade unions and captains of industry were strong, often uncompromising characters. Terence V Powderly was an admirable propagandist for the Knights prepared to initiate violent action, as in Chicago in 1886 when bombs were thrown. However, Samuel Gompers of the AfofL opposed extremist action. George Pullman was very reluctant to negotiate but some employers preferred to do so. Technology was often a cause of conflict. Mass production techniques, including Fordism and Taylorism, were a source of distress for workers who were often used as robots and failure to work constantly and at the pace of the machine led to dismissal. Indeed, machinery undermined the value of skilled labour and often led to over production and unemployment. However, wages in the most advanced factories were better than elsewhere and investment in the latest machinery was necessary to match competition. The methods used by workers and employers soured relations. Both sides were prepared to use violence. Unionists were prepared to wreck machines, throw bombs and intimidate employers. Employers were often more violent, deploying private police and State or Federal soldiers, using the lock-out and injunctions against unions. The tendency of government and the courts to favour employers was an advantage to the latter and the absence of official or legal constraint helps explain the willingness of employers to resist union demands. Union leaders and their followers were often arrested and imprisoned but employers were not. The potency of ideas was important. Socialism, syndicalism and other radical ideas found favour with organised labour but employers were equally convinced of the virtues of capitalism and the imperative of an unregulated labour market. Candidates should explore factors such as these and assess the value of them.

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	Syllabus	Paper
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19 'Falling agricultural prices best explain farmers' support for Populism from the 1860s to the 1890s.' 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.

Knowledge of the extent of the fall in prices would be instructive: in some crops it was catastrophic (cotton down 80%) and other staples by as much as 66% (wheat). Comment on the reasons for the fall might be helpful if it helps explain the support for Populism. This originated from the various groups formed in the period to tackle farmers' complaints. Awareness of other factors to explain farmers' support for populism is required: foreign tariffs, railroads, economic policy, organisation of production, access to finance.

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 may enhance responses.

Falling prices were undoubtedly a major reason for the discontent of farmers. Many subsisted only and failed to make a profit, others sold up altogether. However, to some extent the plight of farmers was a question of scale with larger ones faring better than the smaller ones. Further, to a large degree falling prices were a result of other factors, for example, the application of new techniques, a glut on the market, overseas competition. Indeed, the various groups that emerged in the period and which were to form the basis of the Populist movement, were concerned primarily with these developments rather than falling prices per se. The Granger movement (from 1867) was more concerned with addressing the problems of isolation that farmers felt and promoted ideas of co-operative farming. Within 8 years there were 800,000 members which suggested this was a major concern. The Farmers' Alliances on the 1880s extended this idea to consolidate the links between groups of farmers. In addition, farmers' demands for an inflationary monetary policy to make the dollar cheaper and ease the problems of debt and raising mortgages faced by farmers was a central plank of not only the Farmers' Alliance but also the Greenbacks, started in 1876. Their leader secured over 300,000 voters in the Presidential election of 1880 which indicates the importance of monetary policy as a reason for farmers' support of Populism. Tariff policy also concerned farmers and explains why they turned to Populism. They were angered by government policy as tariffs protected manufacturing but not agriculture and encouraged foreign countries to put tariffs on USA exports of farming products in retaliation. Governments were also accused of promoting the interests of railway companies at the expense of farmers whose transport costs were too high. So, farmers preferred to back politicians who specifically represented their interests such as William Jennings Bryan who stood as president in 1896 and 1900 specifically against the policies of successive governments since the 1870s.

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	Syllabus	Paper
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20 'Arguments against US overseas expansion were supported by a minority of Americans before 1914.' Why was this?

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 focus of responses should be on the arguments against expansion. Many will be tempted to outline the actual examples of expansion. This may be relevant if the references are made to illustrate the strength or weakness of the arguments that were made for and against at the time. The main fields of discussion include the political, economic, moral and strategic. Knowledge of the Anti-Imperialist League (1898), which was supported by Mark Twain, Carnegie and William Jennings Bryan shows that although the arguments against imperialism were supported by a minority that their number included some influential figures.

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 may enhance responses.

To some extent arguments against overseas expansion were supported only by a minority because the arguments for overseas expansion were more persuasive. So, candidates who explore the arguments against expansion may do so, in part at least, by presenting the counter argument. Moral considerations were of primary importance in terms of the case against imperialism. The notion that American expansion would civilise other people was unconvincing given the way Americans treated Native Americans as they expanded into Western America. It also seemed hypocritical to colonise other lands when the USA had itself fought against the imperialism of Britain. Further, the idea that America could improve others was patronising and based on racist notions of American superiority. However, given the record of American involvement abroad the majority preferred to accept that the USA did improve the lot of people in the places it influenced by exporting its democratic ideals, developing the education and public health of the people and reinforcing the Christian message. In terms of democracy it seemed self evident that the displacement of authoritarian regimes was a positive thing. The notion of 'manifest destiny' was very strong given the experience of westward expansion in America and overseas expansion was merely a logical extension of this ideal. Opponents of overseas expansion also argued that it would weaken America's position in the world by putting her on a par with other imperial powers and that America would lose respect. Yet, this won few converts because other powers were expanding and unless the USA competed her power would be compromised: a balance of power had to be maintained. The Monroe Doctrine was entrenched as a justification for the USA treating Central and South America as her sphere of influence. Further, by establishing strategic bases around the world the USA was also protecting its commercial interests. Opponents argued this would be best achieved in a competitive market with partners rather than captives. The downturn in the US economy (1890s), fears that the domestic market was saturated and concerns to secure limited resources.

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	Syllabus	Paper
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21 How effective was Theodore Roosevelt in dealing with the domestic problems he faced during his 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.

The problems faced by Roosevelt will need to be identified. Candidates are likely to look at corruption in politics, industrial relations and social deprivation. Those who wanted to see change in these areas were known as Progressives. 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.

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 may enhance responses.

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. Slum clearances, the development of better services, improvements in health and safety had little to do with Federal government. Urban deprivation and the rapaciousness of business were still very evident. Attempts to purge corruption and make politicians more accountable were initiated by city and town governments rather than Roosevelt. Despite these limits to the success of Roosevelt in dealing with the problems of the time it can be argued that as a leader he inspired others whether at local level or by his successors – Taft and Wilson.

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	Syllabus	Paper
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22 ‘Of all the ways in which the United States contributed to the outcome of World War One, its diplomatic role was most important.’ Do you agree?

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 consider the diplomatic role of the USA, its military role and its economic and financial role. USA involvement in negotiating a peace which was initiated with Wilson’s 14 Points and culminated in the Treaty of Versailles. US troops arrived in France in March 1918 and were engaged in checking the German offensive as well as the Allied counter attack. US shipping brought supplies to Britain and she lent funds to the Allies. Candidates should focus on assessing the role of the USA in these areas with an analysis of their relative value.

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 may enhance responses.

Wilson’s role at the Treaty of Versailles was important. He had provided the 14 Points as a platform for discussion and their terms arguably encouraged the Germans to surrender. They sued for peace first with the Americans. As a negotiator Wilson acted as a restraining hand on the French and the British and helped ensure the treaty was less draconian than might have been the case. The principle of self-determination which underpinned many of the terms was his and the establishment of the League could be stressed. His vision of making ‘the world safe for democracy’ was inspiring: he was awarded the Nobel Prize for Peace. Yet, he could be criticised as too idealistic, he failed to achieve the full application of self-determination, he allowed reparations and other unrealistic terms to be included in the treaty and he did not insist on the inclusion of Germany in the talks. In his defence it could be argued that he achieved as much as he could given the intransigence and ambition of France and the flaws of the settlement only became evident later.

The USA made a contribution to the fighting on the Western Front. About 2.5 million Americans served in France and 100,000 died. Their numbers helped compensate for the loss of Russian support. They were crucial in halting the German advance of 1918 at Chateau-Thierry and Bellau Wood. Their effect on the morale of the Allied troops was immense. Yet, at the start of the German offensive in 1918 there were only 80,000 US troops in France, they lacked experience and as most were volunteers they had limited training. The defeat of Germany on the battlefield was the result of other factors: exhaustion, the resistance of the British and French, the loss of German allies and so on.

The US economy ensured Britain received supplies. By April 1917 her position was very weak and without US aid her prospects were not strong. She lent sufficient funds to her Allies to oil the wheels of war. Yet, the Allies adopted tactics that checked the U-Boat threat and without US help. The US insisted on the immediate repayment of loans which helps explain the inclusion of reparations in the treaty. Candidates may stress links such as this. For example, it was not possible to frame a treaty without first defeating Germany militarily.

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	Syllabus	Paper
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23 Were the consequences of protectionism the main problem facing the US economy in the period 1920 to 1933?

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.

Knowledge of the trade policy of the US and its trading partners would be helpful at least in general terms. The US introduced the Fordney–McCumber Act in 1922 which raised tariffs on foreign imports and in 1930 the Smoot Hawley Tariff Bill raised them further. The effects of this policy need to be assessed. However, other problems facing the US economy clearly need to be considered including: over production, low demand, weaknesses in banking, the collapse of the stock market.

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 may enhance responses.

The consequence of protectionism was a reduction of imports as the price of foreign goods increased. Candidates might assess the positive and negative effects of this on US manufacturing and business. Foreign countries retaliated with tariffs of their own which reduced US exports. Overall, world trade contracted, with negative effects on commodity prices, production and employment. Given the widespread impact of protectionism it could be argued that tariffs were a major problem. The decade saw higher levels of employment, wages and consumer spending. Overproduction ran ahead of supply and proved unsustainable. Reference to the car, building and retail sectors would be helpful to outline the scale of expansion. Links could be made with protectionism which inhibited exports and so constrained production. However, the domestic market was buoyant based on easy credit and hire purchase facilities. Yet, there were problems with demand at home. The poverty of so many in the period – farmers, Negroes – acted as a brake 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? Speculation and a dramatic rise in the stock market created a bubble waiting to burst and the collapse of which in 1929 sparked the Great Depression. Although stock markets are, by their nature, unpredictable the severity of the Crash was an enormous problem. It could be argued that this exacerbated other problems including that of protectionism: the 1930 tariff was introduced and other tariffs in other countries as a result. The crash had a dramatic effect on consumption and output and the banking system faced a huge crisis of liquidity which inhibited economic growth further. In analysing different problems candidates are likely to stress the interconnection of them.

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	Syllabus	Paper
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24 Should President Franklin D. Roosevelt be considered a nationalist or an internationalist in his foreign policy from 1933 to 1941?

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.

As President of the USA, FDR's priority was clearly the defence and security of America and its interests. Yet, some policies were clearly intended to support other countries and to resolve global problems. The two were not mutually exclusive. Roosevelt's attitude to the League is relevant. America's relations with individual nations need to be considered. How the USA responded to particular crises could be analysed. Many candidates will assess whether FDR was an isolationist or an interventionist. If so, they will probably go some way to addressing the question. However, the real focus of this question is whether FDR put US interests above that of the broader interests of other nations or the reverse?

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 may enhance responses.

FDR's view of the world was internationalist. His background, life experiences and political and moral principles explain this. However, he was constrained by the political context of the time. Domestic policy was his priority, heed had to be taken of public opinion and the position of Congress on foreign policy matters had to be taken into account. Overall the mood at home was for the US to look after its own affairs and put America first. It could be argued that FDR was more nationalist in his policies in the earlier years of the period. His nationalism seemed demonstrated in US support for Cuban rebels and the establishment of Batista as dictator and in Nicaragua and the Dominican Republic FDR helped dictators stay in power as they served US interests. Further, the Neutrality Acts of 1935, 1936 and 1937 effectively obliged FDR to stay out of the affairs of others unless US interests were directly threatened. So, the USA did not take any interest in Spain, Manchuria or Ethiopia. However, FDR did support the League of Nations in its efforts to resolve these issues and he supported their attempts to achieve disarmament. On the other hand the absence of the USA from the League weakened his influence. He also made it clear in speeches in the mid-1930s that he was concerned about the lawlessness in international affairs. As the threat to international peace intensified FDR acted in ways which candidates might interpret as either nationalist or internationalist. Indeed, as Germany and Japan were a danger to world peace it could be argued that FDR's response may reveal him to have been acting as an internationalist but in doing so he was protecting the nationalist interests of the USA. For example, the 'cash-and-carry' and Lease-Lend agreements might be used as evidence of the US acting to help a friend and these deals were crucial in sustaining the British but they were also economically very valuable to the US. Was the peacetime draft of 1940 to shore up US forces against attack the US or others? However, the US stayed out of war till 1941 when Pearl Harbour was attacked and indicates that FDR was primarily a nationalist.

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	Syllabus	Paper
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25 How responsible was President Truman for the start and development of the Cold War 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.

Dating the start of the Cold War gives candidates some scope to set the framework of their answer. All will surely agree that it was a fact by the time Truman became President in 1945 but some may suggest it began earlier, possibly from the civil war in Russia after the Revolution. The longer the period under discussion the greater the opportunity for candidates to argue that factors other than Truman were responsible for the Cold War. Besides his role, that of Stalin will surely be given prominence?

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 may enhance responses.

Truman's attitude to the USSR was important: he was frank in expressing his distaste for communism and unconcerned about the sensitivities of the USSR which was all the more significant when compared to the approach of Roosevelt. The timing of the test of the A Bomb might be cited as an example. The Truman Doctrine of 1947 was provocative from the perspective of the USSR especially as the administration exaggerated events in Greece for the political purpose of Congressional support for the policy. Truman could be held responsible for developments in Europe, 1945–49, (merger of zones, Marshall Plan, currency reform), culminating in the Berlin Blockade. The development of Japan as a US base was controversial and challenged the USSR in the region. MacArthur's bellicose threat to China during the conduct of the Korean War was unhelpful even if Truman sacked him. In defence of Truman it could be argued that he was responding to the criticism that FDR had been too lenient, that the advice he was receiving, for example, the Kennan Telegram, urged an aggressive attitude and that, to some extent at least, Truman was responding to events in Europe and the Far East rather than initiating them. Indeed, Soviet control of Eastern Europe, the Berlin Blockade and the activities of the Comintern as well as the emergence of China as a communist power and the invasion of South Korea by the North were provocative. The nuclear arms race was a factor, too. Should Truman be blamed for developing the bomb and the USSR matching the USA? Was the Cold War merely an extension of the distrust between both sides, evident since 1917? It might be argued that the contrast in ideology between the two blocs made co-operation unlikely. Even as allies in WW2, distrust was clear on strategy. The hostility of public opinion in the USA to communism was shown during the McCarthy witch-hunt. Candidates will have to sift the evidence to judge how responsible Truman was with most likely to conclude that he shoulders some blame but that others and the circumstances were important factors.

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.

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26 How profound was the impact of McCarthyism on the United States in the period to c.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.

McCarthy's 'crusade' against communism lasted from 1950 to, effectively, 1953. Knowledge of his activities, including the celebrated list of February 1950 of people working in the State Department that he accused of membership of the Communist Party, his bullying of witnesses at Senate hearings, his malicious smears and the falsification of evidence is expected. However, was his impact limited to that of making a noise, did he reflect contemporary attitudes, and was he manipulated by others? Answers should focus on the importance of McCarthyism.

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 may enhance responses.

It might be argued that his impact was superficial. He was prominent for only a short period. He was exposed as a fraud and the charges made against others were often without foundation. He attracted attention because his style was brash and was publicised in the media. Once he was undone the silence confirmed how superficial he had been. However, did he reflect contemporary attitudes? Fears of communism were real and had aroused strong feeling in the 1920s and the HUAC had been in set up in 1938 and revived in 1947. Its hearings were conducted with intolerance similar to that displayed by McCarthy later especially in its dealings with Hollywood actors and Hiss. McCarthy merely built on a hysteria already fanned by others which itself was based on an ingrained suspicion of communism. However understandable the fears were – rooted in events abroad, the nuclear arms race, Truman's Doctrine – it might be argued that McCarthyism served to damage society by arousing distrust and division. In that sense its impact was profound. Similarly, McCarthyism had a profound effect on attitudes to authority. Doubts were raised about the loyalty and honesty of officials, if only after the full picture of the episode had been revealed. Faith in politicians and public servants was undermined not least by Hoover and the FBI, the Republican and Democratic Parties and the media. It might be argued that public scepticism in this respect was not new but, nonetheless, that McCarthyism deepened or at least reinforced such scepticism. However, at the time it could be said that the institutions of law and order, and politicians engaged in rooting out communism, were more highly regarded as guardians of the public's security.

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	Syllabus	Paper
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27 To what extent did US relations with the USSR improve during the presidency of Dwight Eisenhower, from 1953 to 1961?

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.

There is considerable knowledge that could be selected to support or refute the view that relations improved. At the start of Eisenhower's presidency the Korean War was nearing its close but at the end the crisis in Cuba was beginning to bubble. Between 1953 and 1961 the arms race continued, major crises erupted in Hungary, the Middle East and the Far East, significant diplomatic initiatives were adopted and the space race was begun.

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 may enhance responses.

Arguably, the death of Stalin in 1953 was a positive event in terms of relations between the USA and the USSR. Since 1945 relations had been difficult with Stalin in power but Khrushchev appeared to offer a chance for a closer understanding. He even denounced Stalin in 1956. There was dialogue between the two men and as late as 1959 Khrushchev visited the USA. However, a year later the summit in Paris was wrecked by the shooting of an American plane over Russia. Yet, it may be that Khrushchev's anger may have been vented for propaganda purposes aware that Eisenhower's presidency was almost spent. The two countries found agreement on some key developments. In 1955 they agreed to end the division of Austria and in the wake of this they met together in Geneva to discuss world affairs with nothing resolved. In 1956 both condemned France and Britain for their invasion of Egypt. At the same time the USSR invaded Hungary and the USA did nothing in part because it was practically impossible to do so and a presidential election was imminent. Also, co-operation was thought a better option. Candidates might argue that this was interpreted by the USSR as weakness by the USA and, therefore, a contributory factor to the deterioration in relations. Earlier, in 1954, the US had declined to support the French in Indo-China and the Geneva agreement to divide Vietnam served to keep relations warm. However, the covert support of each for one side served to add tension between the two. Similarly, the formation of SEATO upset the USSR but the Warsaw Pact offended the USA. Throughout, the arms race intensified and details about the development of B52s and ICBMs would be appropriate. Yet, there were talks to reach a 'test-ban' treaty and although one was not made there were periodic suspensions of testing. Similarly, the space race was keen but it did not threaten the peace. Communist support for Castro in Cuba clearly strained relations although by January 1961 there the events that were to unfold were unimagined. Judgements might point out that relations were uneven and rather confused. On balance it might be fair to say that relations were better in the earlier years of Eisenhower's presidency and that after 1956 they deteriorated.

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	Syllabus	Paper
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28 ‘Politically and strategically misguided.’ How valid is this judgement on US policy in Vietnam in the period 1954 to 1975?

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.

This question is essentially asking if US policy was misguided. Candidates should aim to assess this judgement in political and strategic terms. The former requires an assessment of the political effects of policy at home and abroad and the latter an assessment of the military approach adopted. In the course of their answers candidates are likely to provide details about US military tactics, Communist tactics, key developments such as the offensives of 1968 (Tet) and 1972, peace overtures, anti-war protests and the response of the international community.

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 may enhance responses.

Given the length of the period and the number of different Administrations in power candidates may argue that US policy was misguided at times but not consistently. A chronological approach would be appropriate so long as analysis was made. Under Eisenhower, the USA adopted a cautious policy and declined to intervene to help the French despite their imminent defeat. It could be argued this was misguided as the opportunity to check Communist forces was missed and after the division of the country in 1954 the government in South Vietnam was under pressure. Further, the formation of SEATO was inadequate as key states such as India and Indonesia refused to join. However, following the war in Korea intervention would have been politically difficult at home and risked the improvement in relations with the USSR which the US desired.

The US adopted an interventionist policy under Kennedy and Johnson. The scale of US involvement grew from providing advisers, helicopter pilots and supplies to a force of about 540,000 by 1968. Arguably this was strategically misguided as military losses were high and communist forces were resilient. However, belief in the domino theory was sincere which justified direct action, the US did enjoy success on the ground if at a price and Communist offensives (notably Tet) were checked. Politically intervention was misguided in that US policy alienated opinion at home to the extent that people turned, it undermined the ability of the government to prosecute the war, and abroad it soured relations with US allies such as Britain. However, it could be argued that US policy was appropriate in the context of the Cold War: inactivity would have been to give the advantage to the USSR.

Nixon’s policy of Vietnamisation should be assessed. Was this a sensible draw down of US involvement which allowed negotiations to proceed and reach a solution or was this a humiliating defeat? Given the stalemate on the ground and the domestic political context Nixon’s policy might be defended. However, the heavy bombing campaign which was extended to Laos and Cambodia might be considered misguided.

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	Syllabus	Paper
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29 'Its shortcomings outweighed its successes.' How accurate is this view of the policies of President Johnson's 'Great Society'?

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 range of policies is considerable – about 60 laws were introduced – and management of the material will be important. A thematic treatment of the policies might group those on education, health, urban renewal, the environment and poverty. Candidates should assess the positive and negative aspects of the policies considered. Some reference to Johnson's aims and reasons for reform could be appropriate as a way of measuring their success. In general terms Johnson's Great Society aimed to provide greater opportunity for individuals, improve standards of living in a material and moral sense and to instil optimism and hope.

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 may enhance responses.

At all stages of education money was provided for poor students. 11 million students benefitted from new scholarships, low-interest loans and resources for schools and colleges. Yet, local school boards often directed the money to middle class pupils. Also, individual states retained control of education policy. Nonetheless, the involvement of the Federal government was significant. The Medical Care Act led to the building of hospitals, more nurses and doctors and medical testing. Previously, there had been no state provision. Yet, it did not match expectations, not all prescriptions were covered, and it was one of the most expensive measures undertaken. Some argued it did not provide more than that which charities had previously covered but at huge cost to the tax payer. Laws to support house building, slum clearance, improve urban transport and improve the cleanliness of cities were introduced. Allied to this were measures to preserve the environment and its wildlife with national parks and sanctuaries. A huge amount was achieved, on a par with the projects of FDR. However, the scale of urban deprivation was huge and much was left undone. Urban riots in 1968 made the task harder. Money was spent on giving people useful jobs with the Head Start, Jobs Corps and public works. The minimum wage and social security rates were raised. Black people benefitted. The number of families in poverty dropped by a quarter within a few years but later rose again – an indication that the state of the economy was key to reducing poverty rather than legislation. Indeed, local politics and ethnic issues often thwarted the aims of the reforms. In most instances it might be argued that although not as much was done as may have been hoped at least an advance was made on what had been the case. Given the political constraints, the extent of the programme was impressive. Some measures proved to be the stepping stone to further gains. Yet, mistakes had been made and some laws were imperfect, some groups were largely excluded from the policies (disabled, single mothers, the old) and the costs were huge and escalated annually creating a burden for future generations. High expectation meant frustration at their limitations.

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	Syllabus	Paper
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30 How successful was the domestic policy of President Nixon?

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.

Watergate became the main issue by which Nixon's record at home has been judged. Its impact on domestic policy was important as the scandal consumed Nixon's second term and further alienated a Congress that had been reluctant to work with him since 1969. Also, foreign policy was the priority. These are relevant points to consider in an analysis of Nixon's domestic policy. His main concerns were political, economic and social issues.

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 may enhance responses.

Politically, he focused on increasing his support in the South amongst middle class Whites. To do so he opposed any extension of the Voting Rights Act of 1965, he modified the housing laws which had an adverse effect on Black Americans and he tried to curb bussing. However, the Supreme Court upheld bussing (there was some inconsistency in their decisions) and Nixon was thwarted in his preferences of new appointments to the Supreme Court. However, he did succeed in securing the appointment of three conservative justices and in 1972 Nixon won every Southern state. Socially, Nixon was conservative. Radicals were harried. A hard line was adopted against anti-war protesters and four students were shot dead on Kent State University campus. Left wing groups including the Black Panthers were targeted. All this appealed to the right wing but Nixon's policies had the effect of dividing society and reinforcing racial and political prejudice. In terms of women's right it could be argued that Nixon did much to reduce prejudice and inequality. Nixon conceded affirmative action to allow women equal opportunity in education and sexual equality was legalised confirmed in the 'Roe v. Wade' allowing abortion. Sexual tolerance was not allowed to gays but the Gay Liberation Front was established despite government opposition. In addition, Nixon attempted to reduce social benefits to the poor but this was defeated by Congress. Indeed, the latter increased it by linking benefits to the rate of inflation. More positively, Nixon backed affirmative action for Black Americans and by 1974 an additional 300,000 forms were involved. Economically, Nixon might be judged a success. Faced with severe economic problems – stagflation, a massive budget deficit and oil price rises – the US plunged into the 'Nixon Recession' (though largely not of his making). Nixon tackled the problem with some success. Inflation was controlled but at the price of higher interest rates and a wage freeze for 90 days. The US abandoned the fixed exchange rate which devalued the dollar but it made US exports cheaper and helped stimulate growth. As a result he was able to afford a tax cut to stimulate spending. His re-election in 1972 is partly explained by the success of his economic measures. Whatever, the verdict of candidates on these issues some will declare his domestic policy a failure because of Watergate. Any discussion of this should focus on its stifling effect on his ability to act.

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	Syllabus	Paper
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31 Assess the role of President Reagan in ending the Cold 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.

When Reagan stepped down as President in 1989 the Cold War was still a reality. Most would say it ended shortly after and that Reagan had played a part in bringing this about. Knowledge of his US relations with the USSR from 1981 to 1989 is central to this question. Candidates should consider details of Reagan's defence policy, his diplomacy and the response of the US to international events.

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 may enhance responses.

Having promised to build up US military forces Reagan did just that. The expansion of US arms was on a huge scale: \$550 billion was spent a year. New weapons were planned: the neutron bomb, the MX (missile experimentation) and SDI (Strategic Defence Initiative) or Star Wars. In Europe US airbases were equipped with Cruise and Pershing missiles armed with nuclear warheads. It might be argued that this intensified the Cold War. Indeed, the Greenham Common protests were a reflection of this concern. However, to some extent Reagan was only responding to the moves by the USSR to upgrade its arsenals replacing old systems with modern SS-20s. Also, Reagan believed that armed strength was essential to achieve anything in negotiations. Further, some US plans were unrealistic and bombastic, e.g. SDI. Similarly, in his diplomacy Reagan was outwardly bellicose, famously referring to the USSR as an 'evil empire'. He was uncompromising in his defence of American values and the virtues of 'freedom'. He was outspoken in defence of human rights. However, he was also prepared to talk with the USSR and especially after the emergence of Gorbachev. Indeed, agreements were reached: in 1982 the START (Strategic Arms Reduction Talks) started in Geneva and in 1987 the INF (International Nuclear Forces) Treaty was signed which, for the first time, allowed the dismantling of weapons rather than simply their dismantling. In total the USSR removed about 3,000 warheads and the US about 800. His position on international events was consistent with his principles. He supported Solidarity in Poland and called for reform throughout Eastern Europe. He condemned USSR policy in Afghanistan and he condemned the shooting down of a Korean aeroplane in 1983. This was irritating as far as the USSR was concerned and risked souring relations. However, he did not risk open confrontation with the USSR. When he did intervene in trouble spots abroad he did so clandestinely, for example, he was prepared to back the Contras in Nicaragua against the Communist regime in power but the operation was disguised and Lord North was made the scapegoat. Some candidates might extend the question into one assessing factors other than Reagan and if they do they are likely to focus on Gorbachev's role. This may be helpful if it links with the main thrust of the question which should focus on the role of Reagan.

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	Syllabus	Paper
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32 'A failure at home and abroad.' How far do you agree with this verdict on the presidency of Bill Clinton?

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.

There are several issues for candidates to analyse in order to arrive at a judgement. The main aspect of Clinton's agenda at home was health care reform but the economy was also of major concern. Welfare issues may also be considered. Most will highlight the property (Whitewater) and sex (Lewinsky) scandals as important. Abroad, arguably Clinton's most significant achievement was in making progress in the Israeli-Palestinian conflict but NATO intervention in the former Yugoslavia was also significant. Action in Somali is also relevant.

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 may enhance responses.

Some will consider domestic and foreign affairs in turn whilst others will look at successes and failures, home and abroad, although not all policies are easily categorised. Clinton had placed huge emphasis on health care reform during his election campaign. The plan to provide care insurance for 40 million people was ambitious but popular and Clinton had support in Congress. Yet, the policy had to be abandoned. Whilst this was a failure was this more the fault of Hillary Clinton who was the driving force behind the scheme or that the entrenched resistance of insurance companies and drugs companies were more to blame than Clinton? The economy was also a priority. He enjoyed more success in this area of policy managing to secure tax rises on large corporations and the rich as well as the membership of the USA with NAFTA. Despite this apparent success it could be argued that the recovery was due more to the dotcom revolution in new technology and the work of his predecessor, for example, in negotiating the terms of US membership of NAFTA. Clinton achieved legislation that allowed State governments to take responsibility for many welfare programmes but Congress also approved cuts to other welfare programmes. Clinton's mixed record at home was mirrored by election results. Whilst the Republicans achieved a majority in both Houses in the mid-term (1994) Clinton won the presidential race two years later. However, during the second term the Whitewater and Lewinsky scandals dominated home affairs: Clinton's impeachment in the Senate destroyed not only his reputation but his ability to secure any legislative achievements of note. In foreign affairs the break through made in the Middle East was significant. Not only was the Oslo Accords agreed but Rabin and Arafat met together at the White House, in 1993, and five years later Netanyahu and Arafat struck a deal. However, the reality was that very little changed in practice. Some might argue that the intervention of NATO, led by America, in Kosovo, in 1999, was a success in preventing genocide and resolving the problem there. It was also Clinton who negotiated an agreement in Bosnia in 1995. However, in both cases action was too late to prevent the horrors of Sarajevo and Srebrenica. Clinton retained US forces in Somalia, initiated by Bush. They struggled to make a difference.

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	Syllabus	Paper
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33 Were the 1920s a significant turning point for the role and status of women in the years c.1880 to c.1945?

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 in the 1920s are often stereotyped as sophisticated, fashionable, independent and pleasure-seeking ('flappers'). This should be explored. The economic boom of the 'Golden Twenties' created more opportunities for work and better pay: did women benefit as much as men? The decade also saw an upturn in the activities of feminists notably with the formation of the National Women's Party in 1923. The record of the 1920s might be set against the earlier and later periods to assess whether they were a significant turning point.

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 may enhance responses.

'Flapperism' changed perceptions about women and allowed many greater independence. The growth of cosmetics (Chanel, Elizabeth Arden) – previously associated with prostitutes – was massive, signifying that women were taking control of their sexuality. There was a big increase in the use of birth control measures. The popular dances of the period (Black Bottom, Charleston etc) signified that women could enjoy themselves. Yet, these things were confined to a minority of urban women in the main cities. More women supported various anti-'flapper' organisations. Greater job opportunities were opened to women especially in secretarial work and some became famous in their chosen careers like women in music and film (Lil Hardin, Clara Bow). However, celebrity actresses, models and musicians were not representative of the role or status of women nationally. The vast majority were confined to the home. The involvement of women in issues such as the temperance movement was a significant indicator of the role women could play in key issues yet, this served to emphasise the conservatism of women. Women made some headway politically. The 19th Amendment giving women the vote (1919) was ratified by all States in 1920. The League of Women Voters was active and by 1928 there were 145 women in 35 State legislatures and two were governors. Yet, the National Woman's Party failed to secure an Equal Rights Amendment despite a vigorous campaign. Even with Frances Perkins as Secretary of Labor in 1933 the traditional role of women as home minders remained. The political feminist movement did not reappear till the 1960s. Comparison with other periods might allow for a better assessment of the 1920s. It was in the early 20th century that the work to give women the vote had been done. By 1913 nine states had conceded this and it was the impact of WW1 that helped consolidate this gain in 1919. As workers the position of women remained much the same until the beginning of WW2. Then large numbers of women were employed, in clerical and blue collar jobs, to make up for the 12 million men in uniform by 1945. However, this was regarded as a temporary development, a necessary emergence measure only. So, perhaps the 1920s should be regarded as a phase in the development of women's role and status rather than of any particular significance.

AO3 – [not applicable to Outlines]

AO4 – write in a structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar. 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	Syllabus	Paper
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34 How far did the authority and influence of the presidency change during the course of 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 interpret this as requiring an assessment as to whether the powers of the president increased or not. The notion of the ‘imperial presidency’ is bound up with this question. As such the many may regard the presidency of FDR as marking a point at which the powers of the president increased and the later 20th Century, perhaps from the disgrace of Nixon when they declined.

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 may enhance responses.

FDR 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 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. Since 1945 successive presidents – largely without the approval of Congress – sent troops to war: Truman to Korea, Kennedy, Johnson and Nixon to Vietnam. 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. Indeed, Nixon’s first term is often regarded as the high point of ‘imperial presidency’. The celebrity status of the president and the fact that he has come to dominate the Cabinet has made him a powerful figure in the American psyche.

However, presidential power has always been subject to control by the Supreme Court and Congress. The law of 1948 restricting the term of a president to two terms was intended to avoid another President occupying the office too long and so threatening the balance at the heart of the Constitution. FDR’s plans were often blocked by the Supreme Court. Congress limited JFK’s ability to implement his domestic agenda. The War Powers Act of 1973 obliged the president to consult Congress before sending troops abroad and to secure their approval for a war longer than 60 days: it had little effect in curbing the powers of the presidency. Nixon’s demise illustrated how a president who assumed unconstitutional power could be undone. He was forced to resign or be impeached and Clinton faced a similar challenge. Further, Presidents have often been thwarted by the fact that Congress through most of the century has often been dominated by a party different to that of the president. There is more openness: Senate committee hearings, the investigative power of the media, Freedom of Information laws which constrains the president. Some may argue that any change in the authority and influence of the president have been to limit or reduce them.

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.

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35 What best explains the prominence of Black Americans in the development of popular music 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.

Evidence that Black Americans have been prominent might be provided: Scott Joplin (jazz-folk opera), James Reese Europe (orchestral) and Paul Robeson and the Jubilee Singers (musicals) between 1900 and the 1920s, Louis Armstrong and Duke Ellington (Jazz) in the inter-war years, Dizzie Gillespie (bebop), Chuck Berry (rock and roll), Jimi Hendrix (heavy metal) in mid 20thC, Dionne Warwick and Stevie Wonder (melodic soul) in the 1970s, Michael Jackson and Tina Turner (dance-soul) in 1980s, 2Pac and the Notorious B.I.G. (rap) in late 1980s/1990s. If prominent, some Black Americans were dominant in, say, Jazz.

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 may enhance responses.

The list above provides one reason for the prominence of Black Americans in music in the USA – the variety of their music. Other musical genres could be added: Negro Spirituals, gospel music (Mahalia Jackson in the 1950s) and Doo wop (the Flamingos). As musicians Black Americans were innovators constantly experimenting with new forms and morphing one genre into another. For example, Doo wop emerged out of soul and R&B. As innovators they kept themselves to the fore. In this respect they were pioneers even if in some rather than all genres. For example, they led the way in Blues and Jazz which, arguably, were the foundation of what became American popular music. White musicians were dominant in others, like rock and roll (Bill Haley). The quality of their music was key: their music sold. Live performances attracted large audiences. Developments in technology were important in this respect. Phonographs in the early century changed the music industry: tapes, discs and online music have made music more accessible. Also, consumers spend more on music. It could be argued that this applies to all musicians, not just Black Americans. Yet, the sales of Black Americans' music dominate the market. Michael Jackson's 'Thriller' remains the best-selling album of all time. Black American musicians have achieved star and celebrity status because of the quality of their work: Mamie Smith was the first musical celebrity of national renown in the 1920s; Frankie Lymon became the country's first Black teen idol with 'Why do Fools Fall in Love' (1956). Another factor of importance has been the changed attitudes of the century. Views on race and the status of Black Americans have changed. It might be argued that Black American musicians were only able to become prominent because of increased tolerance. However, the struggle for civil rights suggests this is contentious. Black American music was more popular outside the South. The revolution in the attitudes of youth, from the mid-century at least might be more persuasive: they, at least, were prepared to embrace Black American musicians. Perhaps Black American music itself helped unite all races, ages and genders: in a sense it was racially neutral.

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.

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36 How beneficial was immigration to the United States in the period from 1945 to 2000?

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 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 assessing the effects of immigration the social and economic impact is most likely to be stressed.

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 may enhance responses.

It could be argued that immigration has helped develop a multi-racial society which has been of benefit to the nation and this has been welcomed by the majority. Immigrants continue to move to the US, itself a signal that they at least feel it is beneficial. In this period only about 5% of the population at any one time has been immigrant making it easier to absorb those moving in to 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 economic terms immigrants have provided labour, predominantly unskilled and low paid. This has benefitted employers and in many cases provided for a shortfall in labour from the indigenous population. This is particularly the case in some sector such as market gardening and domestic service. Their hard work and thrift is often held up as an example that others might emulate but the image of the immigrant as someone who exploits the welfare system is also widespread not least because many are short term migrants and save and spend their earnings in their home country. Further, in 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. 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. The association of immigration and crime, however misleading it might be, also indicates that prejudice exists. 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 but some have carved a career at local and national level and made a positive contribution.

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.

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37 Why were the restrictions on gun ownership in the twentieth century so limited?

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.

Restrictions on gun ownership have been limited. By the National Firearms Act of 1934 the purchase of fully automatic firearms has had to have the approval of local police, registration of fingerprints and the payment of \$200 tax. The Gun Control Act of 1968 prohibited the importation of all non-sporting firearms and created new categories of restricted firearms. Various States have introduced laws applicable to them but none impose serious restrictions on gun ownership. The main reasons explaining this are the strength of the ‘gun lobby’, constitutional rights, popular opinion and a lack of political will.

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 may enhance responses.

The ‘gun lobby’ has great influence. The National Rifle Association and the Gun Owners of America are well organised. There are thousands of gun clubs. Thousands of retailers and manufacturers are dependent on the sale of guns and associated equipment. There are 5,000 gun shows a year. Whenever the subject of gun control is raised the NRA and other groups are able to orchestrate massive pressure to counter such clamour. This situation has been illustrated after every mass shooting, for example, at Columbine High School. Respect for the Constitution is a major factor. The 2nd Amendment provides the right to bear arms to protect individual and collective freedoms. As recently as 2003 the Supreme Court upheld the 2nd Amendment in the District of Colombia v. Heller case with its decision that an absolute firearms ban was unconstitutional. Adherence to States Rights is equally sacrosanct and matters of gun ownership are regarded as the responsibility of the States. As the context of the present is very different from that of the late 18th Century, notably in the emphasis on collective, national security rather than individual responsibility for protection, there is debate but commitment to the Constitution on this issue is very firm. Popular opinion is largely opposed to limiting gun ownership. In 2011 26% of the population supported a ban on hand guns which was the lowest figure since polls began in 1959 (when the figure was 60%). A large number of people own guns and want to keep them. Others accept the right of gun owners to do so. Candidates might explore the arguments for gun ownership: the right of self-defence, that existing laws are adequate; restrictions will benefit criminals; the importance of guns for recreation, etc. Politicians lack the will to restrict gun ownership for fear of losing votes. Americans most likely to own guns are men, Whites and Southerners – the ‘swing’ voters who decide presidential and other national elections. Large sums of money from the gun lobby fund elections for both parties. Congress is not only reluctant to restrict ownership of guns it has often relaxed the laws on gun ownership. In 1986 the Firearm Owners Protection Act prohibited further registry of machine guns produced since. Candidates may consider these and/or other factors. Links between them might be shown.

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.

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38 Was organised religion in the United States a hindrance to social and political change 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 although other faiths – Islam, Hinduism, Mormonism etc. – might be considered. A distinction might be made between those that are national in their organisation, such as the Catholic Church or regional in their scope. The latter are likely to include sects of one sort or another though some, like the Moonies, had national reach. A large percentage of the population is religious which is significant in assessing the impact of organised religion though support has always fluctuated and depends to some degree on ethnicity. Organised religion has been particularly important in the lives of large numbers of immigrants who have moved to the USA over the century. Most religious organisations are conservative.

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 may enhance responses.

Has organised religion hindered education? They influenced the syllabus in schools (particularly in Biology and Ethics) and the appointment of teaching staff. Their position on evolution is an example: candidates might refer to the ‘Monkey Trial’ of the 1920s and the pressure in more recent times to insist on the teaching of University research is controlled to a degree by the financial influence of the Christian Right. Yet, it might be argued that the teaching of moral values approved by organised religion whether on chastity or charity has been positive in helping to shape social behaviour. Has organised religion hindered women? Its position on abortion varies but is largely hostile and some religions (Islam) have often denied women’s equal rights with others in the home and work place. However, perhaps its power in this regard can be exaggerated? Has organised religion hindered medicine? Research involving animals has been constrained by Christian activists. The development of genetically modified crops has been influenced by the same groups. However, has organised religion served to advance debate? Has organised religion hindered politics? This may be so 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. Was the election of George W Bush in 2000 in part due to the strength of organised religion? Yet, the emergence of Mit Romney (a Mormon) as a presidential candidate in 2012 might indicate that organised religion is less of an obstacle than it once was to those with political ambitions. Given the conservative inclination of organised religious groups they could be considered to be a positive force for stability and a check on radicalism. Candidates may adopt these or other issues on which to base their analysis.

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.