

MARK SCHEME for the May/June 2013 series

0409 AMERICAN HISTORY	
0409/01	Paper 1 (The Making of the Nation), maximum raw mark 60

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.

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Section A: Government and the People 1754–2000

1 (a) Describe how Tom Paine influenced the development of the U.S. before 1790.

Level 1: General answer. [1–2]
e.g. 'He wrote books.'

Level 2: Describes events. [3–5]
e.g. 'On January 9 1776 Tom Paine published the pamphlet *Common Sense*. It was a very radical piece of writing as it rejected the legitimacy of monarchy.'
'The pamphlet went through 25 editions in 1776 and sold more than any other printed work in colonial history.'
'Tom Paine influenced the Nationalists of the 1780s who promoted the American political system as one that the rest of the world could follow.'

(b) Explain how the U.S. Constitution was created.

Level 1: General answer. [1]
e.g. 'The Constitution was based on state constitutions.'

Level 2: Identifies why. [2–4]
e.g. 'Pennsylvania's constitution of 1776 was influential as it contained new ideas about democracy.'
'In 1777, the Continental Congress created the Articles of Confederation. These were a set of laws by which the U.S. was to be governed.'
'From the 1780s onwards, the Nationalists, including George Washington and Alexander Hamilton, called for a strong national government to be established.'
'In May 1787, the Philadelphia Convention dealt with the objections to the Articles of Confederation. The result was the United States Constitution.'

Level 3: Explains why. [5–7]
'The Articles of Confederation of 1777 created a limited national government; individual states retained a significant amount of power. The states were to send representatives to the only branch of national government, Congress (or the legislature). Congress could make and enforce laws but it is important to note that each state was allowed to have its own court system.'

(c) 'The emergence of political parties in the U.S. was the most important factor in the move towards democracy before 1850.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions. [1]
e.g. 'I agree because the parties represented the people.'

Level 2: Identifies reasons/issues. [2–3]
e.g. 'The Marbury v. Madison judgement of 1803 was important for democracy as it established the power of judicial review. Federal courts were able to check on state court decisions to ensure they were in line with the federal constitution.'
'By the time of the 1828 presidential election the emergence of a new political party occurred, made up of the supporters of Adams and Clay and were called the National Republicans. Their opponents were commonly known as Democrats or Jacksonian Democrats.'

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Level 3: Explains agreement OR disagreement.

e.g. 'The Democratic Societies that emerged in the 1790s were important for democracy as they allowed those who opposed the Federalists a chance to get their views heard in Congress. By the 1820s the party system was well established. The development of the National Republicans and the Democrats gave voters a choice between groups of politicians with very conflicting views. The party system also promoted open debates where people could freely voice their opinions.'

'Political parties competed with each other and disagreed over important issues which caused anger and resentment. George Washington said that a party system caused jealousy, hatred and sometimes rioting between party supporters. This hindered democracy.'

'There were other factors that were more important. Probably the most significant was the approval of the Constitution on September 17, 1787. Without this there would have been no need for political parties as there would have been no national Congress for them to meet in. The Constitution was strengthened by the passing of the Bill of Rights in 1791. This made sure that the individual rights of the people would be protected.'

Level 4: Explains agreement AND disagreement. [5–7]
Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?' [7–8]

2 (a) What were the Jim Crow laws?

Level 1: General answer. [1–2]
e.g. 'They were laws that were bad for African Americans.'

Level 2: Describes events. [3–5]
e.g. 'The Jim Crow Laws were passed in the South to segregate African Americans from others.'
'The name for the laws came from a minstrel song and dance act called 'Jump Jim Crow'.
'The laws resulted in the separation of blacks and whites in a range of public places including schools, parks, hospitals and toilets.'

(b) Explain why new political groupings emerged in the late nineteenth century.

Level 1: General answer. [1]
e.g. 'The population had grown and there were more issues that had to be tackled.'

Level 2: Identifies why. [2–4]
e.g. 'Immigration increased which led to the formation in 1887 of the American Protective Association.'
'The New York Charity Organization Society was set up in 1882 to help the poor.'
'The social gospel movement developed and campaigned for social reform.'
'The temperance movement gained momentum claiming that there had been an increase in immoral behaviour due to alcohol consumption.'

Level 3: Explains why. [5–7]
e.g. 'Some political groups formed to keep out immigrants who they thought would add little to the American economy. In particular, immigrants from southern and eastern Europe were highlighted as being too uneducated to find work. The Immigration Restriction League, formed in 1894, is a good example of a political group that campaigned to restrict immigration. They introduced literacy tests to help them achieve their aims.'

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(c) 'Women were given the vote in 1920 mainly because of their efforts in the First World War.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions.

e.g. 'Women worked hard during the war and deserved rewards.'

Level 2: Identifies reasons/issues.

[2–3]

e.g. 'About 11,000 women volunteered their services as nurses, drivers and clerks.'

'Women were involved in work in industries such as shipbuilding.'

Level 3: Explains agreement OR disagreement.

[3–5]

e.g. 'Some argue that when women got the vote in 1920 this was a reward for their efforts during the war. Women had proved they were the equals of men by performing skilled tasks and manual labour in areas of work such as munitions manufacture, shipbuilding and textiles production.'

'There were other factors that led to women getting the vote. Women's organizations had campaigned for decades to get the vote. The National American Woman Suffrage Association (NAWSA) was especially important in influencing both state and federal governments to consider female suffrage. By 1917 the NAWSA had about 2 million volunteer members which was enough to convince the New York State government to vote for women's suffrage.'

Level 4: Explains agreement AND disagreement.

[5–7]

Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?'

[7–8]

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Section B: Who are Americans?

3 (a) What was the Chinese Exclusion Act of 1882?

Level 1: General answer. [1–2]
e.g. ‘An act that stopped Chinese people entering America.’

Level 2: Describes events. [3–5]
e.g. ‘The act stopped Chinese labourers from entering the U.S. to look for work.’
‘If a Chinese person could prove that they had been a resident of the U.S. before the act then they were allowed to stay.’
‘The act was renewed in 1892 and made permanent in 1902. It was not removed until 1943.’

(b) Explain why there was an increase in the migration of Hispanic Americans from 1848 to 1914.

Level 1: General answer. [1]
e.g. ‘It was easier for Hispanic Americans to find work.’

Level 2: Identifies why. [2–4]
e.g. ‘The Treaty of Guadalupe Hidalgo of 1848 resulted in many Mexicans in the Southwest gaining U.S. citizenship. They were free to move to where they wanted to within the U.S.’
‘In 1902 the Newlands National Reclamation Act was passed which resulted in an increase in demand for agricultural labourers in the Southwest.’

Level 3: Explains why. [5–7]
e.g. ‘The most important reason for an increase in immigration was the ‘pull’ factor of the availability of work. Mexicans in particular were increasingly drawn to the north to work on the railroads and in mining. Mexicans were valued as they were willing to do hard labor for low wages.’
‘There were boosts in immigration during World War 1 and during the Mexican Revolution of 1910. The latter resulted in many Mexicans losing their homes and land which pushed them to look to make a new start away from their homeland.’

(c) ‘Discrimination against Japanese immigrants from the 1890s to the 1940s was mainly because of economic factors.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions. [1]
e.g. ‘Japanese immigrants were cheap labor.’
‘The Japanese were seen as the enemy during World War 2.’

Level 2: Identifies reasons/issues. [2–3]
e.g. ‘Japanese immigrants started to arrive in California and Hawaii in the 1890s. They were discriminated against because they were seen to be similar to earlier Chinese immigrants.’
‘In 1905 in San Francisco the Asiatic Exclusion League was set up to campaign for restrictions to be imposed on the number of Japanese immigrants.’

Level 3: Explains agreement OR disagreement. [3–5]
e.g. ‘Discrimination was partly due to economic factors. Under the Gentleman’s Agreement of 1907 the Japanese government agreed to restrict the number of exit visas issued to laborers who wanted to find work in the U.S. In return the San Francisco Board of Education

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was pressured by Federal government to withdraw its policy on the segregation of Japanese pupils. This shows that both economic concerns over cheap labor and social concerns about Japanese children mixing with U.S. children were possible causes of discrimination.’
‘World War 2 was a major reason for discrimination especially after the attack on Pearl Harbor. Although, by 1941, about two thirds of Japanese Americans had been born in the U.S. they were still considered to be ‘aliens’ who might betray America. Thus, in 1942 President Roosevelt issued Executive Order 9066 which ordered all ‘aliens’ to be removed from the West Coast.’

‘Japanese Americans who were removed from the West Coast during World War 2 were interned by the War Relocation Authority. They lost their property and possessions. Many had risen to become successful business people but lost everything. This discrimination was based on what seemed to be a misunderstanding by U.S. politicians about who the enemy were.’

Level 4: Explains agreement AND disagreement. [5–7]
Both sides of Level 3.

Level 5: Explains with evaluative judgement of ‘How far ...?’ [7–8]

4 (a) What was the impact of the Ku Klux Klan on the lives of African Americans before 1871?

Level 1: General answer. [1–2]
‘The Klan was violent towards African Americans.’

Level 2: Describes events. [3–5]
e.g. ‘The Klan was formed in 1866 by six confederate soldiers. It was led by Nathan Forrest. Its main aim was to ‘defend the social and political superiority of whites’ against ‘the aggressions of an inferior race’ i.e. African Americans.’
‘The Klan wore robes and masks to pretend to be the ghosts of Confederate soldiers. This was intended to create fear among African Americans who were considered to be very religious and superstitious.’
‘The Klan carried whips and guns which they used to torture and kill African Americans. Large burning crosses were left in the yards of homes of African Americans to act as a warning.’

(b) Explain why the status of African Americans changed from 1918 to 1945.

Level 1: General answer. [1]
e.g. ‘African Americans started to campaign for greater rights.’

Level 2: Identifies why. [2–4]
e.g. ‘The NAACP fought more vigorously for anti-lynching laws and the protection of voting rights.’
‘Marcus Garvey and the Universal Negro Improvement Association (UNIA) led to African Americans being more proud about being black. The UNIA also encouraged African Americans to become more independent by setting up their own businesses.’

Level 3: Explains why. [5–7]
e.g. ‘A. Philip Randolph campaigned for employers, at the start of World War 2, to end discrimination in the workplace. His planned March on Washington seemed to influence President Roosevelt to pass Executive Order 8802. This was meant to give training and

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employment opportunities in the defense industry to all Americans regardless of race, creed or color.’

(c) ‘Malcolm X contributed more to the progress of African Americans than Martin Luther King.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions. [1]
e.g. ‘Malcolm X was not a good leader because he promoted violence.’

Level 2: Identifies reasons/issues. [2–3]
e.g. ‘As a minister of the Nation of Islam Malcolm X spread black nationalism and greater unity among African Americans.’
‘Martin Luther King’s March on Washington finished with him making his famous ‘I have a Dream Speech’. The next year the Civil Rights Act was passed.’

Level 3: Explains agreement OR disagreement. [3–5]
e.g. ‘In 1964 Malcolm X left the Nation of Islam and formed his own religious group called the Muslim Mosque, Inc. This group promoted peaceful methods of achieving harmony between whites and blacks. Malcolm X continued to promote black nationalism but with an emphasis on working with other civil rights campaigners. The Student Nonviolent Coordinating Committee (SNCC or ‘Snick’), in particular, was influenced by this ‘new’ approach.’
‘Martin Luther King’s leadership during the Montgomery Bus Boycott of 1955 was significant as he showed what a powerful speaker he was. He was able to whip up support quickly and inspired a new generation of African American activists. His actions influenced the 1956 Supreme Court ruling that made bus segregation unconstitutional.’

Level 4: Explains agreement AND disagreement. [5–7]
Both sides of Level 3.

Level 5: Explains with evaluative judgement of ‘How far ...?’ [7–8]

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Section C: Economic and Social Change 1754 – 2000

5 (a) Describe Theodore Roosevelt’s reforms of the US economy and society

Level 1: General answer. [1–2]
e.g. ‘Roosevelt made changes that helped business people and consumers.’

Level 2: Describes events. [3–5]
e.g. ‘The National Reclamation Act (1902) enabled irrigation schemes to be developed.’
‘The Hepburn Act (1906) allowed the Interstate Commerce Commission to regulate railway rates.’
‘The Pure Food and Drug Act (1906) resulted in the more accurate labelling of food and drugs and stricter rules about the transportation of food.’

(b) Explain how new technology helped to create a ‘market revolution’ before 1900.

Level 1: General answer. [1]
e.g. ‘New technology resulted in the increased production of goods and services.’

Level 2: Identifies why. [2–4]
e.g. ‘By 1890 power stations were producing electricity that was being used to power equipment such as printing presses.’
‘The setting up of the American Telephone and Telegraph Company in 1885 led to improved communications between businesses.’

Level 3: Explains why. [5–7]
e.g. ‘The completion of the transcontinental railway by 1870 was a major advancement. Goods could be transported in greater bulk, more cheaply and more quickly. Prices for consumers fell and national markets were created.’

(c) ‘The economic problems of the 1970s all stemmed from the oil crisis of 1972–73.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions. [1]
‘The oil crisis of the 1970s was a big problem as it caused shortages of fuel.’

Level 2: Identifies reasons/issues. [2–3]
e.g. ‘The United States supported Israel during the Middle East crisis of 1973. The Arab members of OPEC retaliated by banning the export of oil to the United States. The cost of foreign oil shot up.’

Level 3: Explains agreement OR disagreement. [3–5]
e.g. ‘The banning of exports by Arab members of OPEC and the quadrupling of prices by OPEC in general had a very severe impact on the economy of the United States. Inflation accelerated; a loaf of bread that had cost 28 cents when Nixon came to office cost 89 cents by the mid-1970s. Consumers reduced their spending and an economic recession occurred.’
‘The economic problems of the 1970s were also a result of the Vietnam War. The war led to inflation and when Nixon took office he tried to solve the problem by imposing controls on federal government spending. However, this did not work as inflation continued to rise, as did unemployment.’

Level 4: Explains agreement AND disagreement. [5–7]
Both sides of Level 3.

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Level 5: Explains with evaluative judgement of ‘How far ...?’

6 (a) What were the main features of the religious revival of the early 1800s?

Level 1: General answer. [1–2]
e.g. ‘People became more interested in Jesus Christ.’

Level 2: Describes events. [3–5]
e.g. ‘The revival was known as the Second Great Awakening.’
‘People attended special religious camps and, by listening to preachers, were encouraged to bring Jesus back into their lives.’
‘Groups such as the Baptists and Methodists spread rapidly.’

(b) Explain the importance of the Jazz Age for U.S. popular culture before 1939.

Level 1: General answer. [1]
e.g. ‘The Jazz Age meant there was a lot more that people could do in their leisure time.’

Level 2: Identifies why. [2–4]
e.g. ‘The Jazz Age stimulated the growth of the movie industry, newspapers and the radio.’
‘Dance Halls emerged where people could enjoy themselves and show off new dances such as the Charleston.’

Level 3: Explains why. [5–7]
e.g. ‘Jazz music started to influence other forms of ‘popular’ music. The composer George Gershwin blended jazz with his easy-listening type music. In 1924 he produced *Rhapsody in Blue* which became great hit in the United States.’
‘The Jazz Age was characterised by a jazz spirit; all kinds of artists seemed to feel they were freer to experiment and express their ideas in less traditional ways. Painters such as Edward Hopper and Georgia O’Keefe, for example, focused on showing what it was like to be an ‘ordinary’ American.’

(c) ‘The hippy movement had a negative influence on the development of U.S. culture.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions. [1]
e.g. ‘People thought hippies were lazy and listened to strange music.’

Level 2: Identifies reasons/issues. [2–3]
e.g. ‘The hippy movement encouraged young people to experiment with drugs and sexual relationships.’
‘Hippies were important in influencing young people to value love and peace.’

Level 3: Explains agreement OR disagreement. [3–5]
e.g. ‘Hippies were associated with the taking of illegal psychedelic drugs such as LSD. These caused people to have hallucinations and some users died from overdoses. Some talented young musicians such as Janis Joplin, Jim Morrison and Jimi Hendrix died as a result of drug overdoses.’
‘The 1969 Woodstock festival showed that people from a range of different cultural backgrounds could come together in a peaceful way to enjoy a cultural event. Over 400,000 people attended the show and, despite terrible weather, the crowds developed a powerful sense of friendship and togetherness.’

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Level 4: Explains agreement AND disagreement.
Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?'

[7-]

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Section D: America and the World 1754 – 2010

7 (a) Describe the main military events of the Revolutionary War (1775–83).

Level 1: General answer. [1–2]
e.g. ‘There were a number of sieges and battles where many colonists and British soldiers were killed.’

Level 2: Describes events. [3–5]
e.g. ‘The Revolutionary War started with the Battles of Lexington and Concord, in April 1775.’
‘One of the most important events of the War was the siege of Boston from April 1775 to March 1776. In March 1776 the British were forced to hand over Boston to the Patriots.’
‘The Americans were able to get help from the French through the signing of the Treaty of Alliance in February 1778.’

(b) Explain the causes of the War of 1812.

Level 1: General answer. [1]
e.g. ‘There were problems between Native Americans and settlers.’

Level 2: Identifies why. [2–4]
e.g. ‘In 1808, Tenskwatwa (Shawnee) set up Prophetstown as a form of protest against westward expansion.’
‘In 1810 Tecumseh met with the governor of Indiana to complain about the illegal purchase of Native American land.’
‘The Battle of Tippecanoe led to a decline in Native American morale and an increase in attacks on settlers.’

Level 3: Explains why. [5–7]
e.g. ‘In June 1812, Congress declared war against Britain as it was believed that the British were providing Native Americans with weapons to be used against settlers.’

(c) ‘From the 1890s to 1914, U.S. foreign policy was based mainly on imperialism.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions. [1]
e.g. ‘The United States started to like imperialism as it increased its world power.’

Level 2: Identifies reasons/issues. [2–3]
e.g. ‘In 1903 the United States supported Panama in a revolution against Columbia. The United States government then recognised Panama as an independent state.’
‘Panama signed the Hay-Bunau-Varilla Treaty (1903) which allowed the United States to supervise the building of a canal to link the Pacific and Atlantic oceans.’
‘In December 1904 Theodore Roosevelt issued the Roosevelt Corollary which was an extension to the Monroe Doctrine.’
‘William Howard Taft changed the nature of foreign policy through his approach called ‘dollar diplomacy’.’

Level 3: Explains agreement OR disagreement. [3–5]
e.g. ‘Until 1898 many citizens welcomed the increased role of the United States in world affairs. However, the annexation of the Philippines in 1899 was associated with imperialism which many Americans were against.’

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'The acquisition of the Canal Zone for the Panama Canal was also seen as imperialism. The United States had complete control over the Canal Zone in return for a payment of \$10 million.'

'Taft's foreign policy was less aggressive and imperial than those of his predecessors. He wanted to 'substitute bullets for dollars' to bring stability to Latin America. By increasing United States investment in foreign countries peaceful relations would be maintained.'

Level 4: Explains agreement AND disagreement. [5–7]
Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...?' [7–8]

8 (a) Describe the attitudes of Americans to war in Europe from 1914 to 1919.

Level 1: General answer. [1–2]
e.g. 'Americans did not want to get involved in war in Europe.'

Level 2: Describes events. [3–5]
e.g. 'The peace movement was against America joining the war. It consisted of former Populists, progressives, social reformers and suffragists.'
'Due to the German U-boat campaign against American ships Wilson eventually agreed to declare war against Germany (April 1917).'
'The Selective Service Act (the 'draft') passed in May 1917 was accepted by the majority of the population.' By November 1918 over 24 million men had registered for the draft.'

(b) Explain why the U.S. went to war in 1941.

Level 1: General answer. [1]
e.g. 'This was due to the threat of Germany.'

Level 2: Identifies why. [2–4]
e.g. 'In June 1940 the Germans took over France; Hitler then prepared to invade Britain. America was afraid that Britain would be next to fall.'
'On December 7 1941 Japanese planes bombed the Pacific Fleet at Pearl Harbour.'

Level 3: Explains why. [5–7]
'The United States had tried to limit its involvement in the war in Europe to the Lend-Lease Programme. However, the attack on Pearl Harbor was an act of aggression that could not be ignored. The Pacific Fleet suffered heavy losses: 4 battleships were sunk and 4 damaged; 19 ships in all destroyed or damaged, plus aircraft. America felt vulnerable to further attacks and therefore took the initiative by declaring war on Japan.'

(c) 'The U.S. was mostly unsuccessful in helping settle disputes in the Middle East from 1979 to 2001.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions. [1]
e.g. 'Unrest was always evident in the Middle East from 1979 to 2001.'

Level 2: Identifies reasons/issues. [2–3]
'In 1982 Reagan sent a United States peacekeeping force of marines to Beirut in Lebanon. In October 1983 Lebanese terrorists attacked the marine barracks killing over 200 servicemen.'

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Reagan was also forced to launch air attacks against Libya on April 15, 1986.'

Level 3: Explains agreement OR disagreement.

'The US was not always unsuccessful in its peacekeeping attempts in the Middle East. In 1993 Clinton acted as a mediator between Yasir Arafat and Yitzhak Rabin so that agreement was made on Palestinian self-rule in the Gaza strip and in Jericho.'

'In 1994 the US was also successful in encouraging Israel to sign a peace treaty with Jordan.'

'Unfortunately, the peace treaty of 1993 was short lived. After the assassination of Prime Minister Rabin in 1995 his successor, Netanyahu, was not happy to make any more concessions to the Palestinians. The move towards total peace came to a halt. Things picked up again with the election of Ehud Barak as Israel's prime minister in 1999 but the Camp David talks of 2000 failed to resolve the issue of how Jerusalem should be governed.'

Level 4: Explains agreement AND disagreement. [5–7]

Both sides of Level 3.

Level 5: Explains with evaluative judgement of 'How far ...? [7–8]