

MARK SCHEME for the October/November 2014 series

0409 AMERICAN HISTORY (US)

0409/01

Paper 1, maximum raw mark 60

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Section A: Government and the People 1754–2000

1 (a) What was the importance of the Articles of Confederation?

Level 1: General answer [1–2]

e.g. ‘They were laws that were passed to govern the U.S.’

Level 2: Describes events [3–5]

e.g. ‘The Articles of Confederation were passed by the Continental Congress in 1777. After they were approved in 1781, the Articles enabled the setting up of a national government although this was to have limited powers. Individual states still held most political power.’

‘The new national government had a legislature (Congress) that could make and enforce laws. However, there was no judicial branch of the government. Individual states had their own judicial system.’

‘There was opposition to the Articles of Confederation. Some believed that the new political system left states with too much power, especially when it came to economic issues.’

(b) Explain why the Bill of Rights was introduced.

Level 1: General answer [1]

e.g. ‘The Bill of Rights was introduced to add more rights to the Constitution.’

Level 2: Identifies why [2–4]

e.g. ‘Some Federalists believed that they had to agree to amendments to the Constitution of 1787 to ensure that it would be ratified.’

Level 3: Explains why [5–7]

e.g. ‘Amendments to the Constitution of 1787 were suggested as it was believed by many that the Constitution did not fully protect the rights of citizens. A core of Federalists agreed to amendments being made so that the Constitution would be ratified by the states.’

‘Most Federalists, such as Hamilton, did not see a need for a Bill of Rights, as under the Constitution the people would ‘surrender nothing.’ Other Federalists, such as Jefferson, disagreed, as they believed that ‘a Bill of Rights is what the people are entitled to against every government on earth.’ Under pressure, the Federalists agreed to the ten amendments known as the Bill of Rights which was implemented on December 15, 1791. By compromising on the Bill of Rights issue, the Federalists remained united and ensured that the Constitution was eventually ratified.’

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(c) 'Presidents played a very limited role in the development of democracy in America before 1850.' How far do you agree with this statement? Explain your answer.

Level 1: Unsupported assertions

e.g. 'Presidents played an important role in the development of democracy as they made sure that laws were passed that protected the rights of the people.'

Level 2: Identifies reasons/issues **[2–3]**

e.g. 'George Washington played an important role in the development of democracy as he was the first President of the U.S. and was given the responsibility of implementing the Constitution.'

'Some Presidents seemed to get involved in practices that were not truly democratic. Andrew Jackson, for example, made the practice of patronage official. Jackson's brand of patronage was called the spoils system and meant that important government positions were given to Jacksonian Democrats.'

Level 3: Explains agreement OR disagreement **[3–5]**

e.g. 'The Constitution of 1787 was designed in such a way that it was almost impossible for Presidents to become too powerful and to get involved in activities that might be considered to go against democracy. Thus, all Presidents during this period contributed a good deal to the development of democracy by upholding the Constitution. For example, Andrew Jackson used the power of veto to restrict federal activity which many citizens believed would limit their rights. Jackson rejected more acts of Congress than the previous six Presidents in total.'

'Some Presidents seemed weak when attempting to protect the principles of democracy. During the presidency of John Adams, for example, the Alien and Sedition Act (1798) was passed which made it illegal to criticize government officials unless the charges could be supported with evidence. Subsequently, this legislation was used by Federalists to silence opposition from republicans.'

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

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

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2 (a) Describe President Kennedy’s policy of the New Frontier (1961–63).

Level 1: General answer

e.g. ‘President Kennedy’s New Frontier was designed to improve the lives of all Americans by increasing their wealth.’

Level 2: Describes events

[3–5]

‘The New Frontier was a term that President Kennedy used for his proposals of how to help the poor, strengthen the economy and accelerate the space program. Kennedy’s economic policies were built on dealing with price-fixing by big companies and on cutting taxes. Poverty was tackled through the passing of legislation such as the 1961 Housing Act which gave nearly \$5m for urban regeneration. Kennedy accelerated the space program by increasing funding for N.A.S.A., and by making sure that the U.S. kept up with the Soviet Union by sending the first U.S. astronaut, John Glenn, to orbit Earth.’

(b) Explain the significance of the Watergate Scandal (1972–74).

Level 1: General answer

[1]

e.g. ‘The Watergate Scandal was significant as it showed that there was corruption in U.S. politics.’

Level 2: Identifies why

[2–4]

e.g. ‘The Watergate Scandal led to Nixon resigning on August 9, 1974.’

‘The Watergate Scandal suggested to Americans that government officials were prone to abusing the power that had been granted to them.’

Level 3: Explains why

[5–7]

‘President Nixon denied involvement in the break-in of the Democratic Party offices in the Watergate Building, Washington, in June 1972. He also refused to hand over tapes of conversations held in the White House which in theory would have proved his innocence. He was pressurised to resign, but refused, and was subsequently threatened with impeachment. To avoid this, he did resign and became the first President ever to do so.’

‘Some historians believe that the Watergate Scandal was important in showing the strength of America’s constitutional system. It was a prime example of how the judicial and legislative branches of the political system could act as a check on the behaviour of the executive. When President Ford replaced Nixon, he stated that ‘Our constitution works. Our great republic is a government of laws, not of men.’

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(c) 'In the period from 1977 to 2000, Democrat administrations were mostly ineffective in their attempts to govern the U.S.A.' How far do you agree with this statement? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'Democrat administrations were mostly ineffective as they did not deal successfully with the economic and social problems they faced.'

Level 2: Identifies reasons/issues [2–3]

e.g. 'President Clinton and his wife were accused of being involved in shady business deals when Bill Clinton had been Governor of Arkansas (the 'Whitewater Scandal.'). These accusations came mainly from rival Republicans.'

Level 3: Explains agreement OR disagreement [3–5]

e.g. 'Although Jimmy Carter struggled to turn his reform program into law he was quite effective with some aspects of foreign policy, as was shown by his involvement in the Camp David talks. These talks were monumental in bringing peace between Egypt and Israel.'

'Despite success in introducing the minimum wage of \$4.75 an hour in May 1996 the Clinton administration's domestic policies were mostly ineffective. Clinton constantly struggled to get the Republicans in Congress to agree with his proposed reforms, especially after substantial Republican gains in the Congressional elections of 1994.'

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

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

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Section B: Who are Americans?

- 3 (a) Describe the main government policies that were applied to Native Americans from 1890 to 1945.**

Level 1: General answer [1–2]

e.g. 'U.S. governments continued to apply assimilation by trying to turn Native Americans into American citizens.'

Level 2: Describes events [3–5]

e.g. 'After 1890 there was an increase in the number of Native American boarding schools that made students give up their language, dress and traditions.'

'An act of 1924 extended citizenship to all Native Americans that had not previously received it.'

'The Indian Reorganization Act of 1934 banned further allotment of land still under tribal ownership. It also allowed Native Americans to form their own tribal governments with control over tribal funds. However, not all states were covered by the act; both Oklahoma and Alaska were exempt.'

- (b) Explain why the Red Power movement emerged in the 1960s.**

Level 1: General answer [1]

e.g. 'The Red Power movement emerged because Native Americans were still being treated unequally in the 1960s.'

Level 2: Identifies why [2–4]

e.g. 'Native Americans were not satisfied with the way their claims to land had been treated. In 1961, for example, President Kennedy had failed to stop the Kinzua Dam project which meant that lands belonging to the Seneca Nation would be built on without their permission.'

'The fight for better treaty rights and living conditions in general was taken to a new level with the formation of the American Indian Movement (AIM) in 1968.'

Level 3: Explains why [5–7]

e.g. 'The claim of Native Americans that old treaties had been broken intensified by the late 1960s. AIM encouraged Native Americans to take direct action as negotiations over land issues had seemed to fail. Thus, in 1969, over 70 Native American protesters landed on Alcatraz Island in San Francisco Bay to claim the rock under the Fort Laramie Treaty of 1868. The sit-in failed but this more militant approach gave the Red Power movement much publicity.'

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(c) 'The Black Power movement did more harm than good in its attempt to improve the lives of African Americans.' How far do you agree with this statement? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'The Black Power movement did quite a bit of harm as it promoted the use of violence.'

Level 2: Identifies reasons/issues [2–3]

e.g. 'A leading member of the Black Panthers, Huey Newton, claimed that 'Power flows from the barrel of a gun.' This kind of talk lost support for the Black Power movement.'

'The Black Power movement had a positive impact on the status of African Americans by helping create a sense of black pride. This was done partly through the use of slogans such as 'Black is beautiful.'

Level 3: Explains agreement OR disagreement [3–5]

e.g. 'The Black Power movement was harmful, as it created a split in the black movement. In June 1966, Stokely Carmichael challenged a group of Martin Luther King supporters who were claiming, at a meeting, that non-violence and interracial cooperation was the right way to help African Americans further their rights. Carmichael rejected this and called for Black Power to emerge. He wanted African Americans to become independent from white control and take more drastic action to achieve their aims. The split in the black movement made it easier for the authorities to resist demands for improvements in the political, economic and social status of African Americans.'

'The Black Power movement did much good by bringing together individuals from a variety of backgrounds to support the demands of African Americans. For example, it included academics such as Maulana Ron Karenga, those who wanted to promote black capitalism such as Nathan Wright Jr. and revolutionaries such as Huey Newton. This mix of people meant that Black Power brought a range of issues to the attention of governments and the American people including those related to health, housing, employment and education. It was therefore helpful in showing that many African Americans were not going to accept that the legislation of the mid-1960s meant that they had achieved equality and that it might take a more direct approach to make further progress.'

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

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

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4 (a) What were the Zoot Suit Riots of the 1940s?

Level 1: General answer

e.g. 'These Riots involved Hispanic Americans and sailors.'

Level 2: Describes events

[3–5]

e.g. 'In Los Angeles in the 1940s, it became fashionable for young Mexican Americans to dress up in what were called Zoot Suits (a suit with a long draped jacket, baggy pants and tight cuffs). Some people, especially U.S. sailors based in the Los Angeles Naval Barracks, found this fashion offensive as they claimed it was 'un-American'. Zoot-suiters were attacked and, in response, the young Mexican Americans looked to beat up sailors whenever there was an opportunity. In 1943, the conflict escalated into full-blown riots. Newspapers blamed the zoot-suiters for the violence.'

(b) Explain why there was discrimination against Asian Americans in the period from 1882 to 1945.

Level 1: General answer

[1]

e.g. 'Asian Americans were discriminated against because they came from other countries, such as China and Japan.'

Level 2: Identifies why

[2–4]

e.g. 'By 1920, over 200 000 Japanese people had migrated to mainland America from Hawaii. Most settled in Los Angeles and set up their own fruit production businesses. This seemed to cause resentment and some politicians fought hard to restrict Japanese immigration.'

'Discrimination against Chinese people occurred partly as a result of the passing of the Chinese Exclusion Act in 1882. This was renewed in 1892 and made permanent in 1902. The result was a significant reduction in the number of residents with Chinese ancestry.'

Level 3: Explains why

[5–7]

e.g. 'From 1941 to 1945 Japanese Americans continued to be a small minority in the U.S. Nearly 70 per cent of Japanese Americans at this time had been born in the U.S. Despite this, Japanese Americans continued to be severely discriminated against. The main reason for the discrimination was the attack by Japan on the U.S. naval fleet based at Pearl Harbour. There was an increase in tension and many feared that Japanese Americans were acting as spies for the Japanese government. As a result, President Roosevelt agreed that any 'aliens', such as Japanese Americans, should be interned in camps.'

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(c) 'In the period from 1945 to 2000, improvements in the lives of Hispanic Americans were due to the efforts of their leaders such as Cesar Chavez.' How far do you agree with this statement? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'This statement is partly true as individuals such as Chavez campaigned hard to improve the rights of Hispanic Americans.'

Level 2: Identifies reasons/issues [2–3]

e.g. 'Chavez and other individuals, such as Huerta, were important figures in attempts to improve the status of Hispanic Americans. They organized Mexican agricultural labourers into the United Farm Workers (UFW). By the mid-1960s the union claimed to have nearly 2000 members.'

'Groups such as students also campaigned for improvements in basic rights. For example, in 1968, about 10 000 Hispanic American students boycotted their Los Angeles High Schools as a way of protesting against poor facilities that they were experiencing.'

Level 3: Explains agreement OR disagreement [3–5]

e.g. 'Although individuals were important in improving the status of Hispanic Americans, not all of them shared the same aims; they also differed with respect to the strategies they adopted. Chavez focused on improving the economic position of Mexican workers, whereas Henry Gonzalez worked hard to gain political power for Hispanic Americans. In 1961, Gonzalez was elected by voters in San Antonio to Congress and new political parties formed, such as La Raza Unida, to represent Latino interests.'

'Improvements were not just down to the work of individuals. A number of state governments were sympathetic towards the plight of Hispanic Americans. In 1975, for example, California passed a law that demanded that employers (fruit /vegetable growers) and unions had to engage in collective bargaining. This was significant as workers in California now had the law to fall back on when disputing their working conditions.'

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

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) What was the Dred Scott decision of 1857?

Level 1: General answer [1–2]

e.g. 'This was a decision made by the Supreme Court.'

Level 2: Describes events [3–5]

e.g. 'Dred Scott was a slave from Missouri who moved with his wife and owner to the northern part of the western territories where slavery had been banned under the Missouri Compromise. Scott claimed that he and his wife should have been freed. He took his case to the Supreme Court. In March 1857, the Court ruled against Scott, deciding that Scott was a slave and therefore not a citizen. Scott, therefore, had no right to make a claim against his owner. Also, the Court ruled that Congress had no authority to ban slavery as slaves were private property. This decision caused outrage amongst those who wanted to abolish slavery.'

(b) Explain why the northern economy grew so quickly before 1861.

Level 1: General answer [1]

e.g. 'The industrial economy grew so quickly in the north because there were lots of resources there.'

Level 2: Identifies why [2–4]

e.g. 'Corn, wheat and other grains were easily grown in the fertile fields of the Old Northwest. Different grains were either sold or turned into other products. This stimulated specialized businesses and a distinct transport industry.'

'New England farming communities provided cheap labour for the growing factory system. Young, unmarried women were employed to operate spinning and weaving machines.'

Level 3: Explains why [5–7]

e.g. 'The fast flowing streams and rivers of the New England area provided water power for the textile mills that started to spring up in the early part of the nineteenth century. Mill towns such as Lowell, in Massachusetts, founded in 1826, quickly developed into industrial centres. Cheap labour was easily attracted into such centres from neighboring rural areas which had a tradition of producing cloth using the domestic system.'

'Industrial development in the North was aided greatly by transport developments. The building of turnpike roads helped reduce journey times for industrialists and merchants. For example, in 1840 a journey from New York to Chicago took two weeks. By 1860, such a journey took less than two days. The spread of canals, such as the 363 mile long Erie Canal, meant that low-value, bulky items could be transported at reduced costs. Early railways further enhanced the transportation of finished goods, raw materials and passengers; by 1860, there were over 30 000 miles of railway tracks in the U.S., many of which served the industrial regions of the North.'

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- (c) 'The greatest influence on the Progressive Era reformers was the Muckrakers. How far do you agree with this statement? Explain your answer.'

Level 1: Unsupported assertions

e.g. 'Muckrakers were an important influence on the Progressive Era reformers due to what they wrote about living conditions.'

Level 2: Identifies reasons/issues

[2–3]

e.g. 'The Muckrakers were mainly journalists such as Upton Sinclair who highlighted some of the corruption that was apparent in politics and the world of business. President Roosevelt coined the phrase to describe the work of the journalists whom, at first, he disapproved of.'

'Women's groups seemed to have a significant influence on the Progressive Era reformers. The National Consumers' League, for example, founded in 1899, aimed to make sure that factory owners followed state laws, paid decent wages and generally treated workers humanely.'

Level 3: Explains agreement OR disagreement

[3–5]

e.g. 'Although initially the Muckrakers were treated by politicians with disrespect, it was not long before they were taken seriously. After President Roosevelt read Sinclair's *The Jungle*, he informed the writer that he would investigate his claims about the existence of corruption if they could be proved. Other muckrakers, such as Lincoln Steffens and Ida Tarbell, were very successful in uncovering hard evidence about corruption in city politics (St Louis) and big business (Standard Oil Company). Such investigations certainly seemed to inspire many Americans to support reform groups.'

'Muckrakers were only one of a number of influences on the Progressive Era reformers. Congress often set up its own committees to investigate what was thought to be corrupt business practice. Under President Wilson, a congressional committee reported that American business and commerce was still dominated by over powerful monopolies and trusts. As monopolies and trusts were considered to get in the way of economic efficiency, Wilson encouraged the strengthening of Sherman Antitrust Act by influencing Congress to pass the Clayton Antitrust Act (1914).'

Level 4: Explains agreement AND disagreement

[5–7]

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

[7–8]

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6 (a) What technological developments emerged in America as a result of the Second World War?

Level 1: General answer [1–2]

e.g. 'The war led to advances in the way machinery was used.'

Level 2: Describes events [3–5]

e.g. 'Powerful calculators, the forerunners of computers, were developed during the war. By the 1950s, researchers at Harvard University had set up a computation laboratory to create software for the first generation of computers.'

'Linked with computer technology was the creation of transistors in 1947 by the Bell Telephone Laboratories. Transistors were used in a range of electrical devices, including radios.'

'The research that led to the development of the atomic bomb was harnessed to provide energy for electrical turbines. In 1954, the first nuclear powered submarine was built and not long after the first land-based nuclear power plant was constructed.'

(b) Explain the impact of the Vietnam War on the U.S. economy in the 1960s and 1970s.

Level 1: General answer [1]

e.g. 'The Vietnam War cost the U.S. a huge amount of money.'

Level 2: Identifies impact [2–4]

e.g. 'The Vietnam War cost the U.S. over \$150 billion. The financial cost led to inflation and slow economic growth.'

'The Vietnam War was linked with causing an economic recession in the U.S. Businesses closed down and workers were laid off leading to a general rise in unemployment.'

Level 3: Explains impact [5–7]

e.g. 'Spending on the Vietnam War resulted in rapid price increases; from 1965 to 1968, the rate of inflation doubled. President Nixon tried to curb inflation by introducing policies to control wages. A ninety-day freeze on wages, prices and rents was imposed in August 1971 and a general freeze on prices was introduced in June 1973. Business people and the labour movement opposed these measures and Nixon was forced to remove them. By the time President Ford came to office, inflation had risen once more to 11 per cent, a very high level.'

'Unemployment increased from 5 per cent in January 1974 to 7 per cent by the end of the year. Rising prices and increased unemployment together was a new phenomenon for politicians to deal with. Economists labeled this phenomenon 'stagflation'. When President Carter took office, he inherited a very unstable economy.'

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(c) 'The most significant result of the technological revolution of the 1980s was the creation of a "new economy".' How far do you agree with this statement? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'The technological revolution of the 1980s did lead to a "new economy" because new companies were formed.'

Level 2: Identifies reasons/issues [2–3]

e.g. 'A major knock-on effect of the technological revolution was the formation of 'dot com' companies. These were online companies that provided a range of services and goods. Many of these companies were dependent on the major software company, Microsoft, which was set up by Bill Gates.'

'The technological revolution also impacted on education at all levels. Computers were adapted to become key teaching and learning tools through the use of a variety of software packages. Students started to utilize the internet as a fast and efficient research tool.'

Level 3: Explains agreement OR disagreement [3–5]

'The "new economy" of the 1980s and 1990s was one of a number of important consequences of the technological revolution. Not only were new types of business introduced, but the way in which people went about conducting business also changed. Businesses started to set up their own websites to capture chunks of global markets. Smaller computers allowed business people to become more mobile and to work while travelling. A more flexible approach to work patterns emerged with a focus on project building and completion. The high-tech industries created thousands of jobs, although most of these were for people with a fair degree of technical knowledge and understanding.'

'The technological revolution also had serious implications for government policies. A whole range of new domestic issues arose as a result of the use of the internet. For example, in 1998 the federal government accused Microsoft of acting as a monopoly. This was confirmed by a federal judge in 2000 and a directive was ordered for Microsoft to be divided up. In 2001, this judgement was reversed; this raised issues about the effectiveness of Antitrust legislation that had been in place since the end of the nineteenth century.'

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

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

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Section D: America and the World 1754–2010

7 (a) Describe the War of 1812.

Level 1: General answer [1–2]

e.g. 'The 1812 war was between America and Britain.'

Level 2: Describes events [3–5]

e.g. 'In 1812, members of Congress were claiming that Britain was supporting Native Americans, who were attacking settlers in the west. In June 1812, President Madison asked Congress to declare war against Britain. After a stalemate, America and Britain signed a peace agreement, the Treaty of Ghent, on December 24, 1814.'

(b) Explain why U.S. relations with European powers were difficult in the period from 1820 to 1914.

Level 1: General answer [1]

e.g. 'Relations between America and the European powers were difficult because America did not want to get involved in European affairs.'

Level 2: Identifies why [2–4]

e.g. 'The Civil War made relations with Britain difficult. Britain sympathized with the Confederacy. Lincoln made claims against the British for compensation amounting to \$19m.'

'The Monroe Doctrine of 1823 caused some concern in Europe. The Doctrine said that the U.S. would protect all territories in the Caribbean and Latin America from 'transfer to a European power.'

Level 3: Explains why [5–7]

e.g. 'By the 1890s, American politicians were arguing for a foreign policy based on expansionism. There was an increasing wish for America to compete with the other great trading nations of the world by developing an informal empire. To do this, an improved navy was required. In 1881, a Naval Advisory Board was set up to plan for expanding the U.S. navy. New cruisers and battleships were built, which made the U.S. one of the largest in the world, and one which the other world powers saw as a threat.'

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(c) 'The U.S. had limited success in acting as a "good neighbor" to Latin America in the 1930s.' How far do you agree with this statement? Explain your answer.

Level 1: Unsupported assertions

e.g. 'The U.S. did have limited success in acting as a good neighbor as it did not want to get too involved in the affairs of countries in Latin America.'

Level 2: Identifies reasons/issues [2–3]

e.g. 'Roosevelt carried on Hoover's good neighbor policy by ensuring that, in 1934, all U.S. troops were to be removed from Nicaragua and Haiti.'

'Roosevelt took part in a number of pan-American conferences and indicated that the U.S. would not interfere with the 'internal or external' affairs of Latin American countries.'

Level 3: Explains agreement OR disagreement [3–5]

e.g. 'Political turmoil in Cuba led to U.S. investments of about \$1 billion being threatened. Roosevelt could have provoked military conflict by sending U.S. troops to Cuba but instead he sent an envoy to the new revolutionary government to discuss how U.S. interests could be protected. Thus, the "good neighbor" policy was successfully maintained. When the revolutionary government was overthrown by Batista, Roosevelt continued to maintain friendly relations by offering the new regime a large loan.'

'Success in acting as a good neighbor in Latin America was limited when it came to trade. As a result of the Trade Agreements Act of 1934, over half American cotton exports and a high percentage many other export products were sent to Latin America. Some critics of the good neighbor policy viewed this as good business for the U.S., but bad for industries in Latin American countries that experienced stiff competition.'

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

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

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8 (a) What was the Truman Doctrine?

Level 1: General answer

[1–

e.g. 'The Truman Doctrine was about helping other countries.'

Level 2: Describes events

[3–5]

e.g. 'The Truman Doctrine was outlined in a speech made by President Truman in March 1947. The speech outlined Truman's view of the role that the U.S. should play in international affairs. Truman said that the U.S. should 'support free peoples who are resisting attempted subjugation (conquest) by armed minorities or by outside pressures.' The main aim of the doctrine was to contain the threat of communism.'

(b) Explain why the U.S. escalated involvement in the Vietnam War from 1964 to 1973.

Level 1: General answer

[1]

e.g. 'The U.S. got involved in the Vietnam War because there were communists in Vietnam.'

Level 2: Identifies why

[2–4]

e.g. 'The U.S. had given France financial help in its efforts to retain influence in Vietnam in return for French backing of the U.S. policy of containment. After 1954, when Vietnam was divided, the U.S. gave help to the anti-communist South Vietnam.'

Level 3: Explains why

[5–7]

e.g. 'When President Kennedy took office in 1961, he was very concerned to ensure that communism did not spread. He aimed, therefore, to protect and strengthen the government of Diem in South Vietnam. Vice-President Johnson was ordered to South Vietnam to assess exactly how much help Diem's regime required. This resulted in Kennedy agreeing to send thousands of military advisers to the South.'

'The Gulf of Tonkin resolution of 1964 committed the U.S. to take a more direct role in Vietnam. It was passed after North Vietnamese torpedo boats supposedly launched an aggressive attack against U.S. destroyers in the Gulf of Tonkin, 30 miles from North Vietnam. The Gulf of Tonkin Resolution meant that the U.S. could send troops to Vietnam to fight the North without a formal declaration of war.'

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(c) 'The U.S.A. had a continuously hostile relationship with the U.S.S.R. in the period 1945 to 1991.' How far do you agree with this statement? Explain your answer.

Level 1: Unsupported assertions

e.g. 'The U.S. was always unfriendly towards Russia during this time. This was mainly due to differences in ideas about how the world should have been run.'

Level 2: Identifies reasons/issues [2–3]

e.g. 'The Marshall Plan of 1947 is a good example of how and why relations between the U.S. and Russia were always likely to be hostile during this period. Under the plan the U.S. gave financial aid to Europe in return for guarantees that European nations would draw up plans to restore economic prosperity in ways acceptable to the U.S. Russia was hostile to this scheme as they believed it was a form of 'dollar imperialism'.

'Under President Nixon, relations between the U.S. and Russia improved considerably. A period of détente occurred. A result of this was the U.S. entering into negotiations with Russia about how limits could be imposed on the building of nuclear weapons. In 1972, the first Strategic Arms Limitation Treaty was signed.'

Level 3: Explains agreement OR disagreement [3–5]

e.g. 'The period in question does seem to be characterized mostly by mutual hostility between the U.S. and Russia. Hostility revealed itself in the form of the Cold War. Early in the Cold War, the Berlin Blockade and subsequent airlift was a prime example of how hostile relations had become in a short period of time. This level of hostility was still present towards the end of the period in question. When President Reagan announced his 'Star Wars' initiative and sanctioned the positioning of intermediate-range nuclear missiles in Western Europe, the Soviet leadership expressed a great deal of anger and consternation.'

'It would be an exaggeration to say that the U.S. had a continuously hostile relationship with the U.S.S.R. during this period. There was a distinct thawing of tensions during Nixon's presidency and by the time of Reagan's second period of office there was a clear improvement in relations. Reagan showed a willingness to form more friendly links with the Soviet leadership, mainly due to Gorbachev's move towards *glasnost* and *perestroika* policies. This improved friendship resulted in the signing of the Intermediate-Range Nuclear Forces Treaty in 1987.'

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

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