



HISTORY (PRINCIPAL)

9769/03

Paper 3 United States History Outlines, c.1750–c.2005

May/June 2019

MARK SCHEME

Maximum Mark: 90

Published

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

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

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Introduction

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

Examiners will 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 will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind 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 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 4 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 will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will 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.

Band 5: 25–30 marks

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.

Band 4: 19–24 marks

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.

Band 3: 13–18 marks

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.

Band 2: 7–12 marks

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 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.

Band 1: 1–6 marks

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; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. 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 and investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Section 1: c.1750–c.1820

Question	Answer	Marks
1	<p>How radical were the views expressed in the American Enlightenment during the years c.1750–c.1820?</p> <p>AO1 – The question requires an analysis of the views of American thinkers. Attention is likely to focus on their ideas on politics, economics, society, the law, and religion. Answers should consider their views in relation to contemporary views that were standard at the time.</p> <p>AO2 – Politically, their views were republican which might be considered radical at a time when monarchy was the usual system of government and when republicanism came to be associated with the excesses of the French Revolution. Their views about the separation of powers and popular sovereignty were also radical. Yet, on the involvement of the people in the political process, they were conservative, convinced that the electorate should be confined to a minority. Their views about equality and liberty were radical yet they upheld the rights of property including slave ownership. Their belief in free trade was radical at a time when protectionism was the norm even though Adam Smith had published his book in 1776. They were universally conservative in their social views on matters of education and women’s rights. In matters of religion, however, American thinkers advocated the disestablishment of religion which was radical, and they opposed religious dogmatism. On matters of justice, they supported fair trial and habeas corpus, and they opposed barbaric punishments which might be considered radical at a time when the latter were almost universally at the heart of judicial codes.</p>	30

Question	Answer	Marks
2	<p>What best explains why the Thirteen Colonies declared their independence from Britain in 1776?</p> <p>AO1 – The question concerns the reasons for independence. Answers could show how relations between Britain and the Thirteen Colonies deteriorated since the end of the Seven Years War. They should aim to identify the main reason(s) for independence.</p> <p>AO2 – There is a distinction between the causes of hostility towards Britain and the decision to declare independence which did not come until after the fighting had started. Some answers might be confined to short-term factors: hostility to the Intolerable Acts of 1774, Lexington and Bunker Hill. Others might assess long-term factors too. Answers may assess the importance of some of the following areas of tension between the colonies and Britain:</p> <ul style="list-style-type: none"> • Economic affairs including the restrictions imposed on business in the Thirteen Colonies, and taxation (Sugar Act, Stamp Act, Townsend Duties etc) are likely to be emphasised, and some might highlight the response of the colonists to these measures including the activities of the Sons of Liberty. • Differences between the British and the Thirteen Colonies on the development of the interior (Proclamation Act) and the political relationship between the two (end of 'salutary neglect') and the activities of the Correspondence Committees might be considered. • The impact of radicals such as Paine and the leadership of Adams and others might be analysed. <p>Some assessment of the relative importance of factors might be attempted.</p>	30

Question	Answer	Marks
3	<p>What best explains the rivalry between the Federalists and the Republicans in the period 1792 to c.1820?</p> <p>AO1 – The question requires consideration of the reasons for the rivalry between the two parties. In identifying factors, answers should weigh the relative importance of each factor in order to arrive at a judgement.</p> <p>AO2 – The financial measures of Hamilton (Federalist) on tariffs, taxes and the Bank of America in the 1790s divided the political parties and were recurring themes of party dispute until 1816. The French Revolution and foreign policy divided the parties. The Federalists opposed the Revolution and supported Britain, while the Republicans welcomed the Revolution and favoured France. Matters came to a head in the War of 1812: the Federalists toyed with seceding from the Union as they opposed the War. The personal differences between Hamilton and Jefferson, and between Aaron Burr and Hamilton who fought a duel resulting in the death of the latter, illustrate the bitterness of relations between key politicians. Party rivalry subsided with the presidency of Monroe, 1817–25, (often known as the 'Era of Good Feeling') in part because he provided leadership which appealed to both parties and because issues such as the Missouri Compromise, 1820, divided the parties less than other matters.</p>	30

Question	Answer	Marks
4	<p>Did President Monroe achieve more in domestic or in foreign affairs?</p> <p>AO1 – The question requires an assessment of the achievements of President Monroe (1817–25) at home and abroad with a judgement on whether he was more successful at home than abroad.</p> <p>AO2 – In explaining his achievements at home, answers might stress the lack of party rivalry. Monroe helped to lessen rivalry by an even-handed appointments policy. Yet, the absence of contentious political debate was, arguably, a negative feature of the period. Westward expansion (six 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, and Monroe was unable to do much about the Panic of 1819. Answers might analyse the merits of the Missouri Compromise of 1820, but the focus should be on the President's achievements. There could be a discussion about Monroe's aims of developing internal improvements. In foreign policy, the acquisition of Florida resolved the problem of Indian raids from there into the USA. However, Jackson's brutal intervention in the region caused disquiet at home and abroad. Several boundary disputes with Britain were resolved on the Great Lakes but not in Oregon and Maine. 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. Some may argue that the distinction between domestic and foreign policy was often blurred.</p>	30

Question	Answer	Marks
5	<p>Assess the importance of slavery to the South in this period.</p> <p>AO1 – The question allows consideration of the importance of slavery in the broadest terms. Most answers are likely to concentrate on the importance of slavery to the economy of the South, but some might consider the political and social importance of slavery too.</p> <p>AO2 – In explaining the importance of slavery to the economy, answers might expand on the nature of the plantation economy, the number of slaves as an indication of the scale of the system, and the expansion of the system into new areas before 1820. Some answers might question the practicality of the system given its intrinsic flaws in terms of motivation and the negative effects on white employment. Some might assess the domestic use of slaves as another form of labour. In addition, slavery was an aspect of a social system predicated on notions of hierarchy and racial supremacy. Further, slavery was important as a system that facilitated the maintenance of law and order. Some might consider the political dimensions of the slave system which served to uphold conservative values and States Rights. Reference might be made to the arguments of the South in defending slavery whenever the issue was a matter of debate, for example, in discussions about the constitution of the USA, the slave trade and the Missouri Compromise.</p>	30

Section 2: c.1820–1865

Question	Answer	Marks
6	<p>'Efforts to restrict slavery were increasingly successful in the period c.1820–1859.' Were they?</p> <p>AO1 – The question concerns the debate about the effectiveness of the opposition to slavery. Better answers will analyse whether progress was steady and incremental as the question implies, or more fitful and uneven.</p> <p>AO2 – Reference might be made to the Compromises of 1820 and 1850 which clearly defined the land limits in which slavery was allowed but, in both cases, conceded the expansion of slavery. The rights of slave owners to pursue fugitive slaves remained secure in law throughout the period, though answers might argue that the introduction of Personal Liberty Acts in various northern states helped protect runaways. Similarly, the underground railroad helped slaves to escape, but the numbers were extremely small. Some answers might argue that the Anti-Slavery Society became more effective, though it had little support in the South and, even in the North, it faced widespread opposition. The direct action of opponents of slavery to end the system (Kansas, 1856; Brown's Raid, 1859) was not evident in the earlier period, but neither did it change the situation. Politically, no steps were taken to restrict slavery, though the issue gained more prominence with the creation of the Republican Party in 1854 and the Lincoln-Douglas Debates, 1858. Answers might argue that hindsight distorts perspective on whether efforts to restrict slavery were increasingly successful given the abolition of slavery following the Civil War.</p>	30

Question	Answer	Marks
7	<p>Assess the impact of Andrew Jackson on US politics and government.</p> <p>AO1 – The fact that historians refer to ‘Jacksonian Democracy’ suggests that Andrew Jackson left his mark on US politics and government. However, some answers might argue that his impact has been exaggerated and others might contend that it was not wholly positive. Most answers are likely to focus on his presidency (1829–37), but some might be widened and include his career as a general in the US Army beforehand. There might be discussion on some of the following: the role and duties of the president as the representative of the people; the use of patronage; cabinet government; the vote; the emergence of the ‘second party system’; States’ rights; and, the treatment of the Indians.</p> <p>AO2 – Answers might argue that Jackson established the president as the delegate for the people and servant of the state. His inauguration party at the White House is regarded as symbolic of this view, and his intervention in the legislative process is seen as the political manifestation of this principle. He claimed his actions protected the people against the wealthy. Yet, answers might consider the charges of corruption made against him and his subjective use of patronage to further his own interests. Popular engagement in politics was extended by Jackson, evident in the presidential campaigns of 1928 and 1932, and at state and local level.</p> <p>The ‘second party system’, which was a feature of the period from the mid-1830s to the mid-1850s, emerged from Jackson’s presidency. He saved the Union during the Nullification Crisis, though it might be argued that he only deferred secession. His actions against Indians and the subsequent treaties made with them in the 1810s and, also as president, established the attitudes and policies of government towards Indians in the future and led to the expansion of slavery and the struggle between state and federal government.</p>	30

Question	Answer	Marks
8	<p>To what extent, in the period 1859–1861, were the Southern states responsible for the coming of civil war?</p> <p>AO1 – The question concerns the origins of the Civil War. Answers are expected to assess the responsibility of the South for this but, in order to judge the extent to which they were to blame, some consideration of the role of the Northern states is needed.</p> <p>AO2 – In explaining how the Southern states were responsible, answers might stress their adherence to the principle of States Rights. Answers might also assess the responsibility of the South for exaggerating the threat to slavery and for allowing slaveowners to have excessive influence; the pursuit of fugitive slaves was an issue which enflamed emotions in the North. Crucially, it was the Southern states which decided to secede from December 1860. The Northern States might be blamed for: its citizens encouraging the Anti-Slavery Society; active interference in the affairs of the South, for example the John Brown raid on Harpers ferry, and the election of Lincoln, whose appeal was exclusively in the North; the failure of attempts at negotiation in early 1861; and, the decision to relieve Fort Sumter. A judgement is required and not merely an explanation of issues.</p>	30

Question	Answer	Marks
9	<p>‘The most important outcome of the Civil War was the survival of the Union.’ Discuss.</p> <p>AO1 – The question concerns the results of the Civil War. If the survival of the Union was one of them, answers should consider other results to reach a judgement about which was most important.</p> <p>AO2 – Explanations of the importance of the survival of the Union are likely to focus on the point that the alternative would have been the division of the USA. This would have weakened the power of the USA internationally and had important economic consequences. Linked to this point, answers might stress the primacy of the Federal Government which was established. Yet, the power of the States remained considerable. Answers could demonstrate this extensively in the period from 1865. Alternatively, other answers might refer to the assassination of Lincoln and the immediate post-war measures introduced to fill the political vacuum in the South. Most answers might regard the emancipation of slaves as the most important outcome in its economic and social effects. Yet, the negative impact of emancipation in the short- and long-term might be explained. The outcome for the development of the US economy might be assessed. To some extent, diversification was encouraged in the South and the benefits of a single state might be assessed.</p>	30

Question	Answer	Marks
10	<p>‘The strength of Lincoln as a wartime president has been much exaggerated.’ Has it?</p> <p>AO1 – The question requires an assessment of Lincoln as president. Answers might consider personal characteristics of Lincoln, then relate these to the context of conflict between North and South and the demands made and obligations expected of Lincoln.</p> <p>AO2 – The strengths of Lincoln are likely to include his astute appointments to key political positions and his success in uniting the Cabinet. Similarly, his military appointments and the fact that he did not try to determine strategy or tactics might be considered. Some answers will highlight his personal charisma and appeal, and his impact in raising morale by offering clear leadership. The firmness with which Lincoln checked his opposition might be analysed. However, these points might be countered. Arguably, Seward was dominant in the Cabinet, and Lincoln was disorganised and indecisive. Also, Lincoln lacked popularity (the election of 1864 was very close) and he was increasingly worn down by the demands of his role. Possibly, the manner of his death has served to exaggerate his role.</p>	30

Section 3: Themes c.1750–c.1900

Question	Answer	Marks
11	<p>'Rapid population growth was the main reason for westward expansion in the period c.1750 to c.1900.' Discuss.</p> <p>AO1 – The question requires an analysis of the reasons for westward expansion. Consideration of change over time is possible as population growth was most rapid from the mid-eighteenth century.</p> <p>AO2 – There is a broad debate about the relative importance of 'push' and 'pull' factors, with rising population a key element in the 'push' westwards. With natural growth and increased migration into the USA, especially from the 1840s, there was considerable pressure on areas of settlement in the East. This was especially so for those who wanted farming land. Answers might stress the material attractions of the West (gold), though this was usually at specific times. The control of Native Americans was important in giving settlers the confidence to move west, though the danger of attack was always there. The ease of transport links, especially with the transcontinental railway of 1869, encouraged movement. The impulse of 'Manifest Destiny' was important, if only psychologically, and religious reasons help to explain westward expansion, especially so for the Mormons.</p>	30

Question	Answer	Marks
12	<p>'Increased racial tension was the most important effect of immigration on US society in the years c.1840–c.1920.' Was it?</p> <p>AO1 – The question concerns the impact of immigration. US society might be interpreted in broad terms to include effects that were specifically social, but answers might also take account of the economic and political significance of immigration. The positive and negative aspects of points identified might be considered.</p> <p>AO2 – Racial tension was a feature of urbanisation. Pressures on housing, health and education might be assessed. Reference might be made to racial hatred and violence, and the moves to limit the rate of immigration. Racial tension was evident in the negative response to the influx of specific groups at different times, i.e. the Irish in the late 1840s, or the East Europeans in the later century. Economically, immigrants provided a plentiful and cheap supply of, largely, unskilled labour; economic expansion was a consequence, although the effect on wages and trades unions could be analysed. The political implications of immigration might be analysed; their preference to vote Democrat might be considered, as well as the corrupt practices of migrants to vote as ethnic groups. Also, immigrants were often the scapegoats at times of political controversy.</p>	30

Question	Answer	Marks
13	<p data-bbox="316 248 1321 315">How significant were tariffs to the growth of industry in the period 1865 to 1914?</p> <p data-bbox="316 349 1326 483">AO1 – The question requires an analysis of the reasons for the growth of industry after 1865 with emphasis on the effect of tariffs. Specific detail about the tariff system is not expected but an understanding that it was expected to protect the US economy.</p> <p data-bbox="316 517 1326 1021">AO2 – Tariffs protected US industry from foreign competition and made US goods more attractive to US consumers. However, tariffs may have stifled innovation and encouraged other countries to impose tariffs against US imports. The debate was particularly acute at times of election, with big business supporting Republicans who favoured tariffs. Answers might consider the impact of railways and improved transportation, especially with the establishment of rail links from coast to coast and the telegraph. The effect of immigration in providing cheap and, largely, unprotected labour may be considered. The laissez-faire attitude of government to business might be assessed, though a degree of regulation of Trusts was a feature of the late nineteenth and early twentieth centuries. The dynamism of the entrepreneurs of the period might be regarded as important; even if the more well-known names such as Carnegie and Rockefeller are stressed, answers might explain the importance of individual enterprise. The bountifulness of natural resources might be emphasised.</p>	30

Question	Answer	Marks
14	<p>How effective was the education offered in the USA in meeting the needs of a changing society in the nineteenth century?</p> <p>AO1 – The question requires an analysis of the scale and quality of education provided. To assess its effectiveness, answers should set schooling within the context of the time and the purpose of it.</p> <p>AO2 – By 1850, free elementary education was firmly established in the more densely populated northern states. Massachusetts led the way with the secularisation of the curriculum, teacher training, teaching by year group, and, in 1855, it was the first state to allow pupils into their schools irrespective of ‘race, colour or religious opinion’. Answers might highlight the unevenness of educational provision in the North and the limits of the schools that existed (class sizes of 80 were not uncommon). The fact that many working-class families had to provide their own education suggests the education system was not effective. Elementary education in the South was largely confined to Church and voluntary schools of haphazard organisation. There were some obvious advances in the South, not least amongst the African Americans in terms of literacy in the second half of the century. For the rich, North or South, access to education was easier. Apprenticeship was a major form of education for the poor, linked mostly to work in industry and trade which was more a feature of the North. Still, in North and South, access to education was difficult for women, non-English speaking immigrants, and even African Americans were consigned to inferior segregated schools in the North. High school education existed for the few and, again, mainly in the North. The universities were for a small elite but educated many of the political and social leaders of the period.</p>	30

Question	Answer	Marks
15	<p>Assess the value, as historical evidence, of the work of any <u>one</u> US novelist writing in the nineteenth century.</p> <p>AO1 – The following are some works of writers that candidates may choose.</p> <ul style="list-style-type: none"> • Harriett Beecher Stowe. Her <i>‘Uncle Tom’s Cabin’</i> (1852) was intended to portray the system of slavery in close detail. It was intended to inform the US public about the ‘peculiar institution’ in the expectation that it would persuade many to support the cause of abolition. Some answers may go so far as to argue that it was propaganda. Even if the work might be criticised as overly moralistic and idealistic, it also provided a sound picture of slavery and the attitudes held at the time by its supporters and detractors. • Mark Twain (1835–1910). Best known for <i>‘Tom Sawyer’</i> (1876) and <i>‘Adventures of Huckleberry Finn’</i> (1885), Twain was probably the greatest writer of the later period whose novels encompassed both local colour and the realism of segregation. • James Fennimore Cooper (1789–1851). His major works were <i>‘The Last of the Mohicans’</i> (1826) and <i>‘The Deerslayer’</i> (1841). He focused on the frontier and the early years of the Republic idealising the courage, adventure and independence of the frontiersman encapsulated in his main character, Natty Bumppo, who was primarily intended to represent the harmony of man in nature. • Stephen Crane (1871–1900) and <i>‘The Badge of Courage’</i> (1895). This is generally considered one of the greatest war novels of all time. Focused on the Civil War, it reflects the motivation and commitment of both sides, the horror of conflict, and the devastating consequences for civilians and the Union. Crane never saw combat himself. <p>AO2 Answers should consider one familiar author and whose work helps inform the historian about the USA, 1800–1900, and may present the writer chosen as representative of a particular period, event or region of the USA. Novels of the early nineteenth century were typical of the Romanticism of the times, in contrast to the realism of the post-Civil War years. The analysis will be achieved by setting the writer’s interpretation against knowledge of the history.</p>	30

Question	Answer	Marks
16	<p data-bbox="316 248 1246 315">How far, if at all, did American family life and values change in the nineteenth century?</p> <p data-bbox="316 349 1270 450">AO1 – The question requires an assessment of the ways family life and values changed but implies that change may have been limited. Answers should offer some measurement of change in the period.</p> <p data-bbox="316 483 1326 1122">AO2 – Family life was close-knit and hierarchical in structure and remained so throughout the period though increased social mobility loosened it. In a similar vein, the family as a self-reliant unit, independent of external help, remained a constant value. State and federal governments offered little, if any, social support to the needy, although charities were more numerous and involved by the end of the century. Standards of sexual behaviour were conservative throughout the period. Monogamy and the sanctity of marriage were upheld in law by which adultery, homosexuality and abortion were criminalised; this was closely linked to the importance of religion in family life. To a degree, family life was determined by the teaching of the Bible and the local church whose influence on the social order in which families lived was considerable. However, arguably, in an increasingly secular age this constraint was lessened. Family life was inextricably integrated into the life of the local community in 1800; this was still the ideal by 1900, but it was less practical in urban areas of rapid population increase, although immigrant families managed this quite successfully. The picture is not uniform. In some regions, such as the Deep South and the mid-West, family life was slower to change. There were shades of difference in the families of black, white, migrant, rich and poor.</p>	30

Section 4: 1865–1914

Question	Answer	Marks
17	<p>'White supremacy in the South was more secure by 1877 than it had been in 1865.' Discuss.</p> <p>AO1 – The question concerns race relations in the South after the Civil War. Answers should test the assertion that the white population had strengthened its position by 1877 (the end of Reconstruction).</p> <p>AO2 – In January 1865, the House of Representatives declared the abolition of slavery and, with defeat in the civil war imminent, white supremacy in the South appeared to be at an end, but change was arguably more apparent than real. Answers might emphasise the Black Codes, 1865, by which white supremacists reinforced racial divisions. However, the Freedman Bureau did advance the lot of African Americans, though its work was ended in 1872, and segregation and discrimination based on race was undiminished. Indeed, the Thirteenth Amendment may have abolished slavery, but Mississippi refused to ratify it and its implications were widely resented by African Americans as well as whites. The Fourteenth Amendment giving voting rights to African Americans was strongly opposed by whites. Despite the enforcement of the amendment, the voting rights of African Americans continued to be thwarted. However, there were examples of African Americans holding posts in state governments, but they were few and some were elected to state legislatures. The emergence of the KKK and the large movement of African Americans to the North is evidence of how whites were dominant. The ambiguous role of carpetbaggers and scallywags might be analysed.</p>	30

Question	Answer	Marks
18	<p>'Employers, not workers, were responsible for the industrial unrest in the United States between c.1880–1914.' Were they?</p> <p>AO1 – The question concerns the reasons for industrial disputes and, in particular, the responsibility of employers and trade unions. A case can be made for both parties.</p> <p>AO2 – Explanations that support the view that masters should be blamed for the unrest are likely to rest on a selection of the following points. Many employers were prepared to pursue profit at any price irrespective of the cost for their employees. Mass production techniques were a source of distress for workers: unremitting pace of work, devaluation of skilled labour, 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. Captains of industry were strong, often uncompromising characters, e.g. George Pullman (strike of 1893), but some employers were conciliatory and preferred to negotiate. Employers were often 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.</p> <p>Explanations that place the responsibility with employees may stress the following. The Knights of Labor and the American Federation of Labor (AF of L), the largest unions, were prepared to take industrial action and were prepared to challenge employers. Union leaders, like Terence V Powderly who was an admirable propagandist for the Knights, prepared to initiate violent action, as in Chicago in 1886 when bombs were thrown. Unionists were prepared to wreck machines and intimidate employers. However, Samuel Gompers of the AF of L opposed extremist action. By advocating socialist ideas, unions were accused of pursuing political objectives rather than the social and economic welfare of their members, and this alienated the wider public.</p>	30

Question	Answer	Marks
19	<p>‘The Populist movement lacked popularity.’ Discuss.</p> <p>AO1 – The question requires an analysis of the support enjoyed by the Populist movement. Answers might define the term and explain its emergence in the 1870s.</p> <p>AO2 – In support of the view that the Populist movement lacked popularity, it might be argued that the movement was divided (different groups might be assessed discretely). In addition, the movement lacked a single agenda which might have confused the public about its objectives. Initially at least, the movement’s support was confined to rural areas, though support tended to fluctuate according to the state of the economy. Populism was also short-lived (confined to the last quarter of the century). The electoral record of the movement was limited and they failed to make much progress in the 1892 elections. A counter-argument might be based on several factors. Their Omaha Platform of 1892 contained points that other parties adopted because they were popular, and Bryan polled heavily in the 1896 election and almost won the presidency. Their support might have been limited, but there were areas where they had lots of support, notably in the South and West.</p>	30

Question	Answer	Marks
20	<p>How important was Latin America in US foreign policy in the period from c.1880 to c.1914?</p> <p>AO1 – The question concerns the key areas of interest of US foreign policy. Consideration of US policy in Latin America should be set against its involvement in other parts of the world.</p> <p>AO2 – In support of the view, answers might refer to the Roosevelt Corollary as evidence of the importance of Latin America in US foreign policy. Emphasis is likely to be placed on the war in Cuba and the terms of the subsequent treaty, control of the Panama Canal, intervention in Mexico, the Dominican Republic, Haiti and Nicaragua, and the ways in which US interests were protected and advanced as a result. However, some will regard US interests in the Pacific as of equal, if not greater importance, with reference to US involvement in Hawaii (use of Pearl Harbour), the Philippines, Guam, Puerto Rico (following the war with Spain), Samoa, Virgin Islands, and other places. The Far East might be regarded as the focus of US policy with analysis of US policy in China and its mediation of the Russo-Japanese War.</p>	30

Question	Answer	Marks
21	<p data-bbox="316 248 1246 315">How successful were the domestic policies of President Theodore Roosevelt?</p> <p data-bbox="316 349 1305 483">AO1 – The question concerns the record of Roosevelt in office, 1901–1909, at home. Candidates are likely to stress Roosevelt as the first of three presidents considered to be progressive politicians, concerned to improve American politics and society.</p> <p data-bbox="316 517 1326 920">AO2 – Roosevelt accepted the need for the federal government to take more responsibility for the country’s problems. He talked of ‘trust busting’ and a ‘square deal for labour’. He settled the miners’ dispute of 1902, took steps to address the problem of food safety, introduced a tremendous amount of legislation to protect the countryside and preserve wildlife. He confronted big corporations such as Standard Oil, the US Steel Corporation and the Northern Securities Company, to check unfair competition, the charges made by railroad companies and the distribution of their profits. He retained massive popular support in part because of his personality and skills as a communicator but also because of his successes. Answers might argue that Roosevelt did not do as much as the progressives hoped he would and that, despite his reforms, he might be regarded as supportive of big business.</p>	30

Section 5: 1914–1953

Question	Answer	Marks
22	<p>How successful was the foreign policy of Woodrow Wilson in the years 1917 to 1920?</p> <p>AO1 – The question hinges on US participation in the First World War and the subsequent peacemaking process.</p> <p>AO2 – Candidates might consider US military involvement in the war as successful, in so far as the arrival of US troops made a significant contribution to the defeat of Germany, not least in checking the advance of German forces in the Spring Offensive of 1918. Their presence provided a huge psychological boost. Yet, US forces were late in arriving and they were not integrated under the command of Foch, in charge of British and French armies. US resources were important in strengthening the ability of the British and French to fight the war. However, arguably, this had been the case before 1917. The US Navy provided better protection of convoys. Wilson's Fourteen Points were the basis of the peace talks and he was feted as a saviour when he visited France. Yet, he was forced to abandon some of his goals and the Treaty of Versailles fell short of his aspirations. The Senate rejected it, so the USA did not join the League of Nations. US troops intervened in the Russian Civil War, but they had little effect on the outcome, and, in the long term, they soured relations between the USA and Russia.</p>	30

Question	Answer	Marks
23	<p>What best explains the US economic boom of the 1920s?</p> <p>AO1 – The question concerns the reasons for the expansion of the economy in the 1920s. Answers should weigh the importance of different factors to arrive at a judgement.</p> <p>AO2 – Answers might stress the importance of mass production techniques and the expansion of the car industry (Ford). The growth in demand might be explained by the availability of credit and hire purchase, and marketing and advertising techniques. The role of government might be explored as Harding (1921–23) and Coolidge (1923–29) put the interests of business first. Further, protectionism (the Fordney-McCumber Tariff and the Federal Trade Commission advised on tariff levels) provided US business with more opportunities in the home market. 'Red tape' and the power of unions and workers were reduced ('yellow dog' contracts). The government spent heavily on infrastructure (roads). The emergence of the USA from the First World War as the world's leading economy might be stressed as a basis for growth in the following decade. Yet, answers might question the foundations of the boom given the uneven distribution of wealth and the implosion of 1929.</p>	30

Question	Answer	Marks
24	<p>To what extent did the Second New Deal (1935–1937) differ from the First New Deal (1933–1935)?</p> <p>AO1 – The question concerns the two phases of the New Deal and requires a comparison of the two. Points of continuity and change might be discerned.</p> <p>AO2 – The similarities between the First and the Second New Deal are considerable. Measures were taken to strengthen the banking system and there was an emphasis on reducing unemployment; both tried to reform the way business worked and efforts were made to help farmers. Further, some answers may argue that little was done to help African Americans or women throughout the period. Differences which might be highlighted include the context for both New Deals (in 1933, the situation was, arguably, dire whereas in 1935, the Second New Deal was able to build on the First). Further, the Second New Deal was more concerned with the rights of workers and unions, and it adopted policies that helped establish some sort of ‘welfare system’. There was more attention on raising taxation to pay for the Second New Deal, in contrast to the First when spending was more liberal.</p>	30

Question	Answer	Marks
25	<p>‘Of all its armed forces on land, sea and air, the navy made the greatest contribution to the efforts of the US military to defeat the Axis powers in the Second World War.’ Did it?</p> <p>AO1 – The question concerns the relative performance of the US military during the Second World War. The role of the navy should be analysed against that of the army and air force, to judge whether the former made a greater contribution to the war effort than the other branches of the forces.</p> <p>AO2 – In assessing the contribution of the navy, answers might stress the global reach that it provided, the protection it afforded to the transportation of goods from submarine attack, the base that aircraft carriers provided for the air force, the defeat of Axis Navies in surface engagements, and the importance of the navy during the great amphibious operations of the war in the Pacific and Europe. In consideration of the air force, US bombing raids on Germany and Japan might be analysed (including the significance of the use of the A Bomb), the cover provided for the navy and the army in different operations. Campaigns on land, in Europe, Africa and the Far East highlighted the contribution of the army. Answers might emphasise the inter-dependence of the forces and some might distinguish between them according to the different theatres of war in which they operated. The judgement reached may be determined by the criteria of aims or the significance of various phases of the war.</p>	30

Question	Answer	Marks
26	<p>'The Korean War, 1950–1953, was the most challenging foreign policy problem faced by Harry S Truman as president of the USA.' Discuss.</p> <p>AO1 – The question concerns the extent to which the Korean War was the most difficult issue Truman faced. Some other problems abroad might also be analysed.</p> <p>AO2 – In explaining why the Korean War was a challenge, answers might consider the scale of the military operations involved, the protracted nature of the conflict, the cost in men and money, as well as the significance of the war in terms of US aims and strategy. Other problems which answers may consider include developments in Germany from 1945 to 1949, including the Berlin Blockade. Russian involvement in Eastern Europe and its efforts to undermine Western states might be analysed. The civil war in China and the establishment of a communist regime also exercised the USA and they were severely limited in their ability to influence events there. Also, answers might argue that the development of nuclear weapons by the USSR was a major challenge. Some may argue that all these problems posed a similar threat, namely, the expansion of communism, and presented similar difficulties in dealing with them, such as the limitations of the USA in responding to them, but on the extent of that threat, and the difficulties involved, answers might differ. Answers which establish criteria for what made problems 'challenging' are likely to offer stronger analysis.</p>	30

Question	Answer	Marks
27	<p>What best explains the widespread fear of communism in the USA in the period from 1945 to 1953?</p> <p>AO1 – The question concerns the extent of the fear of communism in the USA. Answers should aim to explain reasons for that fear but also why such fears were widespread.</p> <p>AO2 – Explanations for the fear of communism may focus on the activities of McCarthy. By targeting prominent figures and the manipulation of the media, McCarthy's anti-communist crusade achieved a prominence it might not otherwise have had (socialist groups in the USA were relatively insignificant). Some might argue that fear of communism was widespread because of the strength of the support for democracy and capitalism, which appeared to be under threat. Soviet involvement in Europe and the direct threat they seemed to pose to Western values might be assessed not least because of the dramatic nature of the Berlin Airlift. The emergence of Communist parties in Western Europe, and the backing they received from Moscow, might be considered. The Chinese Revolution of 1949 might be discussed. Events in Korea might also be analysed, not least because the scale of US involvement suggested that communism must be a serious threat. The acquisition of the atom and hydrogen bombs by the USSR might be assessed.</p>	30

Section 6: 1953–2012

Question	Answer	Marks
28	<p>To what extent did Eisenhower achieve his objectives as president?</p> <p>AO1 – The question concerns the record of Eisenhower’s presidency at home and abroad. To judge whether he achieved his goals, answers should include some definition of his objectives.</p> <p>AO2 – In analysing Eisenhower’s foreign policy, answers might argue that the truce in Korea achieved his election promise to end the war. Trying to garrison islands close to China might be considered a failure as the Chinese forced the USA to abandon them. However, the USA was constant in defending Formosa (Taiwan). US intervention in Vietnam was insufficient to uphold French power there. Eisenhower achieved his goal of maintaining US superiority over the USSR in the arms race and, by 1959, relations with the USSR had improved. Answers might argue that events in Hungary (1956) suggest that Eisenhower did not achieve his objectives in Eastern Europe, as the outcome merely maintained the status quo. He was successful in defending Israeli interests during the Suez Crisis, but at the expense of undermining relations with Britain. He also protected US economic interests in Latin America. In analysing, Eisenhower’s domestic record, answers might argue that he achieved his objective of economic prosperity (the ‘affluent society’), but there was recession in his later years and inequalities persisted. He did not make any significant advances on the issue of civil rights, yet he introduced measures to improve housing, education and wage levels. He wanted to reduce spending, but this rose by 11 per cent (arms race, subsidies to farmers, etc). He managed to retain his popularity with the public, but Republicans lost ground in Congressional elections.</p>	30

Question	Answer	Marks
29	<p>What best explains the opposition to Johnson’s Great Society?</p> <p>AO1 – The question concerns the reasons for opposition to Johnson’s reform programme. Some assessment of the scale of the opposition is expected.</p> <p>AO2 – Explanations for opposition include a range of financial, social, ideological and practical reasons. Johnson’s programme was expensive, and critics charged him with wasting public money and increasing the tax burden, which chimed with large numbers of taxpayers (even if GDP grew during his presidency). Some resented the fact that many groups were excluded from the ‘Great Society’ (the old, disabled, single mothers, etc.) which, again, affected lots of people. Others opposed his programme as socialistic and contrary to the ideals of US society: self-help and laissez-faire. Republican ideologues opposed him for party political gain, though Johnson enjoyed huge majority support in Congress. Many argued that the policy was misguided and a distraction at a time when the priority should have been maximising resources for the war in Vietnam. Others opposed the ‘Great Society’ as it was too ambitious and would have been more successful if it had been more focused. Johnson’s primary aim was to reduce poverty, but his failure to do so vindicated those who argued the scope of the Great Society was too wide and, as a result of trying to do so much, a lot of the legislation was ill-thought through.</p>	30

Question	Answer	Marks
30	<p>‘US foreign policy in the period from 1969 to 1981 was characterised primarily by self-interest.’ Discuss.</p> <p>AO1 – The question concerns the motives of US foreign policy and whether or not the US put its own interest above that of others.</p> <p>AO2 – In answering this question, some may argue that all states at all time have put selfish interest above all else. Nonetheless, while accepting this, answers might argue that self-interest was not incompatible with idealism or altruism. Some may choose to look at the policy of Nixon, Ford and Carter, in turn, not least, as they differed significantly in terms of context and outlook. Those who look at the whole period may focus on some of the following issues. Firstly, the containment of communism (the withdrawal from Vietnam, Nixon’s visit to China, policy on Berlin, the response to developments in Eastern Europe). Secondly, the arms race (the expansion of its arsenal of atomic weapons but also detente). Thirdly, the policy in the Middle East might be discussed (the response to USSR invasion of Afghanistan, the Teheran hostage crisis, Carter’s peace deal between Israel and the Palestinians). Fourthly, the space race (US landing on the moon and subsequent Apollo missions). Fifthly, US policy in Central and Southern America (Chile, Panama, etc.). In doing so, answers should concentrate on the objectives of US foreign policy.</p>	30

Question	Answer	Marks
31	<p>‘A lack of US political will on the part of the United States is the most persuasive explanation for its failure in Vietnam.’ Assess this view.</p> <p>AO1 – The question concerns the reasons for the failure of the USA in Vietnam. A range of factors might be discussed, but the lack of political will should be at the centre of the analysis.</p> <p>AO2 – In explaining the lack of US political will, a succession of US administrations might be identified: Eisenhower for not providing more support for the French, Kennedy for indecision when dealing with the regime in South Vietnam, Johnson for backing away after the Tet Offensive, and Nixon for Vietnamisation. Yet, both Eisenhower and Kennedy were constrained by other foreign policy issues (Far East and Europe, then Cuba), and Johnson did not lack the will in 1964 to escalate US involvement. Nixon’s policy was, arguably, practical in the circumstances and he continued to exert US power until a deal was struck. Public hostility to the war (protests, Kent State shootings, the effect of media reports, etc.) might be contrasted with popular support in Vietnam for a nationalist war against a foreign invader. The former might be regarded as an explanation for the lack of US political will of the administrations of Johnson and Nixon. Military factors might be the focus of many answers. The short comings of US forces and their tactics might be contrasted with the strength of the Vietcong/North Vietnamese Army; this might be developed with reference to the negative tone of international opinion towards the USA, and the support of the USSR and China for the Vietcong/North Vietnamese Army.</p>	30

Question	Answer	Marks
32	<p>Assess the strengths and weaknesses of George H. W. Bush as president, 1989 to 1993.</p> <p>AO1 – The question is concerned with the presidency of George H.W. Bush. Answers have scope to consider his record at home and abroad.</p> <p>AO2 – Bush was elected president in 1988 following two successive terms as vice president (the first time since 1837 this had happened), so he had experience of government. Many of the policies of Reagan were continued by Bush when he became president: economic, social and foreign. As such, it could be argued that Bush lacked originality. However, Bush had helped formulate policy when serving Reagan, and he was pragmatic in terms of education and environmental policies. During his presidency, Congress was held by Democrats with whom he failed to find accommodation. Bush did not recognise the significance of the Rodney King affair and was indecisive in dealing with civil rights issues. His handling of nominations for the Supreme Court revealed a weakness in judging character. In 1991, Bush successfully organised a coalition to liberate Kuwait and he enjoyed the confidence of US allies. His re-election was taken for granted. However, Bush was undermined by his awkwardness in public and the debacle of his collapse on a visit to Japan. By 1992, the Republicans had won five of the previous presidential elections so, despite, his apparent dominance, it was perhaps not surprising that he was unseated by Clinton – a charismatic politician at a time of economic disenchantment – and that he faced the additional danger of the challenge from Ross Perrot.</p>	30

Question	Answer	Marks
33	<p>'US interests abroad were not defended adequately during the first term of Obama's presidency (2009–2013).' How valid is this judgement?'</p> <p>AO1 – The question concerns the effectiveness of Obama in defending US interests between 2009 and 2013.</p> <p>AO2 – In analysing Obama's record in foreign policy, answers might refer to his Cairo Speech (4 June 2009) in which he set out the basic principles of his foreign policy. Answers might consider some of those principles and assess how in practice they served US interests, or not. Obama committed the USA to withdraw troops from Iraq by 2012, but did this compromise US security? He condemned Israeli settlements on the West Bank, but did this jeopardise US relations with the latter? He proposed a dialogue with Iran from which point discussions began leading to accommodation with Iran on their nuclear programme, but did this undermine US interests? He also pledged that the USA would not intervene to impose democracy, and this might be discussed. On Afghanistan, some answers may argue that he did not commit sufficient troops, though the change in US policy to placing the emphasis on local forces might be regarded as more appropriate. In supporting NATO, did Obama do enough to reassure the Baltic states who were afraid of the threat from the USSR? Answers should assess some, if not all, of these issues to arrive at an overall judgement.</p>	30

Section 7: Themes c.1900–2000

Question	Answer	Marks
34	<p>'The rights of women in the USA had changed little between c.1880 and c.1945.' Had they?</p> <p>AO1 – The question concerns the extent to which the rights of women changed between 1880 and 1945. Emphasis is likely on the rights of women politically, economically and socially.</p> <p>AO2 – Politically, the rights of women were technically the same as men by 1945. The Nineteenth Amendment gave the vote to all women. However, in reality, politics remained a male dominated preserve. By 1945, only two women had become State governors and only a minority had won seats into state legislatures. In the world of work, women were regarded as inferior to men in terms of positions within a hierarchy, rates of pay and the length of the working week. The National Women's Party (1923) failed to achieve an Equal Rights Amendment to address these issues. Even with Frances Perkins as Secretary of Labor, in 1933, this did not change. The situation changed during the Second World War as 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 emergency measure only. Socially, women enjoyed more rights in terms of freedom of expression and activity, but this was more the case in urban rather than rural areas. The degree of change is a matter of debate and it could be argued that changes in attitude lagged behind changes in the law, that the rights of women varied between town and countryside, between the regions of the USA, and between and within racial/immigrant groups.</p>	30

Question	Answer	Marks
35	<p>How effectively did the USA respond to economic challenges in the period 1941 to c.1980?</p> <p>AO1 – The question concerns the response of the US economy to changing circumstances. The economy was susceptible to the cycle of ‘boom and bust’ with severe downturns in fortunes, for example, 1953, 1957–58 and 1971–74. The USA faced various challenges including war, foreign competition, oil supply and labour relations.</p> <p>AO2 – Wars (Second World War, Korea, Vietnam) disrupted trade during and after the wars. However, various sectors expanded to satisfy demand during wartime and measures were adopted after wars to maintain activity, e.g. Marshall Aid was an effective response to the crisis in Europe. The challenge presented by Germany and Japan, in the field of motor cars and new technologies, was matched by the readiness of US corporations to innovate. US reliance on supplies of oil from the Middle East was a challenge in the 1970s (the price of crude oil rose by 400% and inflation tripled). However, this encouraged the USA to exploit more its own resources with exploration of new fields (Alaska) and more efficient technologies. Labour unrest was a challenge, for example, the strikes in California in the 1960s and 1970s by Mexican labourers, but the effect was confined to agriculture and a limited area of the country. Throughout, government policy was adapted to meet new challenges: by raising interest rates, freezes of pay and prices, tax cuts, and federal defence and domestic spending acted as stimulants. Perhaps the USA adjusted to challenges more effectively than others at different times within the period or to certain types of challenge.</p>	30

Question	Answer	Marks
36	<p>'The notion of an "imperial presidency" is a myth.' Assess this judgement.</p> <p>AO1 – The question concerns the powers of the presidency and requires an analysis of whether or not the presidents of the period assumed a dominant position in the political system.</p> <p>AO2 – In support of the notion, answers might stress the powers assumed by presidents without approval from Congress at time of war (Second World War, Korea, Vietnam). Some presidents might be accused of an 'imperial' tendency in their excessive use of executive orders, e.g. Truman. In their management of the economy, presidents might be said to have expanded their power e.g. Roosevelt (FDR) in the 1930s. The introduction of the law of 1948 restricting the president to two successive terms reflected concerns about the powers of the presidency. The celebrity status, e.g. Kennedy (JFK) and Clinton, has given the impression that the president was more powerful. However, presidential power has always been subject to control by the Supreme Court and Congress. Nixon's demise illustrated how a president who assumed unconstitutional power could be undone. 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. Scrutiny of presidents has increased with Senate committee hearings, the media, and Freedom of Information laws.</p>	30

Question	Answer	Marks
37	<p>How useful are the paintings of US artists of the twentieth century as evidence of life in the USA?</p> <p>AO1 – The question concerns the work of US painters and how historians might use them as evidence of life in the USA.</p> <p>AO2 – From the beginning of the century until the late 1950s, artists sought to communicate the reality of life, often, however, in surrealist or abstract form, for example, the works of Andy Warhol. The ascendancy of women and minority painters since the 1970s is arguably an important source of evidence about sexuality, stereotypical views of racial groups and the marginalised. The very galleries in which paintings were displayed in the twentieth century, like museums, is worthy of comment. The source of patronage (private or state) and the significance claimed for paintings by those selling or displaying, have often been as important as the art itself as a source of evidence. Indeed, are galleries a forum for propaganda? Is the National Gallery of Art in Washington primarily about art or the propagation of American idealism? Always highly subjective, views about the utility of paintings will vary hugely.</p>	30

Question	Answer	Marks
38	<p>What best explains the widespread opposition to gun control in the late twentieth century?</p> <p>AO1 – The question concerns the reasons for opposition to gun control. Answers may identify several factors, including the strength of the ‘gun lobby’, constitutional rights, popular opinion, and security fears.</p> <p>AO2 – The ‘gun lobby’ has great influence. The National Rifle Association (NRA) and the Gun Owners of America are well organised. There are thousands of gun clubs. Businesses are dependent on the sale of guns and associated equipment. There are five thousand gun shows a year. Whenever the subject of gun control is raised, the NRA and other groups can orchestrate massive pressure to counter such clamour. This situation has been illustrated after every mass shooting. Respect for the Constitution is a major factor. The Second Amendment provides the right to bear arms to protect individual and collective freedoms. As recently as 2003, the Supreme Court upheld the Second Amendment in the case of <i>District of Columbia v Heller</i> 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. Popular opinion is largely opposed to limiting gun ownership. In 2011, 26 per cent of the population supported a ban on handguns which was the lowest figure since polls began in 1959 (when the figure was 60 per cent). Many people own guns and want to keep them. Others accept the right of gun owners to do so. Unsurprisingly, politicians oppose restrictions on 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. Gun ownership is regarded by many as essential for the individual to protect themselves against criminals and terrorists, a threat which is perceived to have increased over time.</p>	30

Question	Answer	Marks
39	<p>'US society was more divided in 2000 than it had been in 1945.' Was it?</p> <p>AO1 – The question concerns social divisions in the USA. Answers should focus on the effect of immigration as a reason for division, but other factors need to be considered.</p> <p>AO2 – Explanations of how immigration created social division might include discussion of the tendency of immigrant groups to concentrate in particular areas, for example, Mexicans concentrated in the South West, and Puerto Ricans in New York City. Many migrants tend to live in ghettos with many experiencing real poverty putting them on the margins of society. Cultural characteristics associated with specific groups might be regarded as divisive. Similarly, religious differences (Islam) in more recent years have had a divisive effect. The development of the black civil rights movement is a central feature of the mid period and evidence for division is plentiful (protests, riots, assassinations). Division, also a result of racism, was vividly evident in official segregation and the activities of the Ku Klux Klan (KKK), throughout the earlier part of the century as least. Economic and financial inequality has widened the gap between the rich and poor. The divide between old and young appears to have widened. Issues like Vietnam, the environment, and the power of industrial corporations, have exposed considerable differences of attitude between the generations. The more permissive lifestyle of the young since the 1960s has alienated the more conservative. Yet, the traditional values of home and community survive and, in many respects, have been strengthened.</p>	30