

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0409 AMERICAN HISTORY (US)

0409/01

Paper 1 (The Making of a Nation 1754–2010),
maximum raw mark 60

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Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

Section A: Government and the People 1754–2000

1 (a) What was the importance of the Emancipation Proclamation of 1863?

Level 1: General answer [1–2]

e.g. 'It freed the slaves.'

Level 2: Describes events [3–5]

e.g. 'A preliminary Emancipation Proclamation was issued on 22 September 1862. It stated that, as from 1 January 1863, slaves from areas of rebellion against the Union would be 'forever free' as and when those areas were conquered. The Proclamation gave encouragement to African Americans to fight in the civil war; by 1865 about 180,000 enlisted in the Union army.'

'On 1 January 1863 Lincoln stated that the granting of freedom for all slaves in the Confederacy was a war aim of the Union. This gained much support from abolitionists in the North.'

'Some abolitionists did not believe the proclamation went far enough as slaves in border states and Confederate areas controlled by the Union before the Proclamation would not be freed. Other Northerners felt freed people would flood to the North and cause economic problems such as unemployment.'

(b) Explain why Lincoln won the election of 1860.

Level 1: General answer [1]

e.g. 'Lincoln was better qualified than the other candidates.'

Level 2: Identifies why [2–4]

e.g. 'Lincoln was committed to stopping the spread of slavery although he had fairly moderate views about slavery in general.'

'Lincoln won every free state in the North except New Jersey which he split with Stephen Douglas. He eventually gained the presidency without winning a single electoral vote in the South.'

Level 3: Explains why [5–7]

e.g. 'Lincoln took advantage of the split in the Democrats. The Democrats chose two candidates to fight the election, Stephen Douglas in the North and John C. Breckinridge in the South. Even though Lincoln won almost 40 per cent of the popular vote he was able to gain a convincing victory in the electoral college. In the college he gained 180 votes compared to 72 for Breckinridge and only 12 for Douglas.'

'Lincoln fought the election on a moderate platform so as not to appear too threatening to all interests. The Republicans stated that they only opposed the extension of slavery and that they envisaged a future America would still be made up of "two nations – one white and another black – growing up together within the same political circle, but never mingling on a principle of equality." This seemed to appeal to important sections of American society.'

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

(c) ‘The North won the Civil War (1861–65) mainly due to superior military strategy.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. ‘The North had a better army.’

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

e.g. ‘Grant went against orthodox thinking about how to fight a war. He said that “If men make war in slavish observance they will fail”.’

‘The Union was able to deal with the huge losses of equipment and men more than the Confederacy. Thousands of Union troops were killed during the Virginia campaign but were quickly replaced by new recruits.’

‘The Southern army were poorly fed and poorly clothed.’

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

e.g. ‘The main strategy of the Union was to wear down the South by throwing large numbers of troops and resources at the enemy. This resulted in substantial casualties on both sides but Grant believed this was worth it as “the carnage would be limited to a single year”.’

‘The South was blockaded using the Union navy. The Union used superior resources to produce large numbers of ships which reduced the success of blockade runners slipping through the net from 90 per cent in 1861 to 50 per cent by 1865.’

‘The North’s superior military strategy was not the only factor that led to a Northern victory. The South had a very poor transportation system; roads were easily clogged up and the railway system was geared up to move cotton not large numbers of troops and their supplies. Rails wore out quickly and were not replaced. One Confederate official claimed that “Not a single bar of railroad iron has been rolled in the Confederacy since the start of the war.”’

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

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

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

2 (a) What was the impact of Reconstruction on the South (1865–77)?

Level 1: General answer [1–2]

e.g. 'Reconstruction was the attempt to improve things after the Civil War.'

Level 2: Describes events [3–5]

e.g. 'Reconstruction was about putting in place policies that would enable the South to be reintegrated with the North and also about how former slaves would be dealt with.'

'The thirteenth, fourteenth and fifteenth amendments were passed to protect the rights of African Americans.'

'The Reconstruction Acts of 1867 got rid of the southern state governments and reintroduced direct military rule until new elections could take place. New governments would eventually be elected partly by African American voters. By 1868 there were 700,000 African American voters in the South compared with 625,000 whites.'

(b) Explain why a Progressive Movement emerged in the period from 1901 to 1920.

Level 1: General answer [1]

e.g. 'A Progressive Movement emerged to improve living and working conditions in America.'

Level 2: Identifies why [2–4]

e.g. 'Many Progressives believed that private charity alone was not enough to help improve the lives of the urban poor and industrial workers.'

'Another Progressive belief was that the power and authority of wealthy vested interests needed to be controlled more carefully by central government.'

Level 3: Explains why [5–7]

e.g. 'The Progressives argued that central government needed greater powers to improve the lives of American citizens. Thus, for example, Roosevelt was influenced by progressive 'muckrakers' to introduce the Pure Food and Drug Act and the Meat Inspection Act in 1906. This legislation greatly improved the quality of foodstuffs for consumers.'

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

(c) ‘The Hoover administration was ineffective in dealing with problems that resulted from the Wall Street Crash.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. ‘Hoover did not do very well in dealing with economic problems that stemmed from the Wall Street Crash.’

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

e.g. ‘President Hoover thought the best way to end the economic crisis was to get businesses in the United States to voluntarily implement controls, especially on workers’ wages. A White House conference of business leaders resulted in employers agreeing not to cut workers’ wages.’

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

e.g. ‘President Hoover had mixed success in dealing with some of the problems faced by farmers. In June 1929 Hoover supported Congress to pass the Agricultural Marketing Act. This aimed to give farmers relief through a Federal Farm Board designed to stabilize the prices of farm produce. However, the program lost over \$150 million; after a short while prices of farm goods started to plummet once more.’

‘Some historians believe that Hoover was not very effective in dealing with the Great Depression. Hoover believed that direct federal government intervention to help the poor would “destroy their character” and would also damage the rights of individual states to provide poor relief. As a result the poor were driven to help themselves by, for example, creating shanty towns called Hoovervilles. These towns for the homeless were seen as evidence of how Hoover did too little too late to help those most in need.’

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

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

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

Section B: Who are Americans 1754–2000?

3 (a) Describe the contribution made by Booker T. Washington in improving the lives of African Americans.

Level 1: General answer [1–2]

e.g. 'He helped African Americans become more educated.'

Level 2: Describes events [3–5]

e.g. 'Booker T. Washington was the first African American to be awarded an honorary degree from Harvard University and was the first African American to be invited to the White House to eat with the President.'

'In 1881 Booker T. Washington was made Principal of the Tuskegee Institute in Alabama. He promoted the importance of learning practical skills which he believed would help African Americans secure employment and to help them make a decent living.'

'Booker T. Washington made a famous speech in 1895 known as the "Atlanta Compromise" speech. This laid out his vision of how African Americans could progress in society.'

(b) Explain why it was difficult for African Americans to make economic, social and political progress in the period from 1877 to 1914.

Level 1: General answer [1]

e.g. 'It was difficult for African Americans to make progress because they were discriminated against.'

Level 2: Identifies why [2–4]

e.g. 'It was difficult because the southern states were able to introduce Jim Crow laws which restricted the rights of African Americans.'

'Supreme Court rulings, such as Plessy versus Ferguson in 1896, went against African Americans.'

Level 3: Explains why [5–7]

e.g. 'White Americans reinforced legal segregation through the use of terror. Despite the clampdown on the Ku Klux Klan, lynchings of African Americans continued. Between 1887 and 1914 a total of 2,734 African Americans were lynched. Such actions were designed to make African Americans scared of speaking out against unfair treatment by white Americans.'

Page 7	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

(c) ‘The economic, social and political status of African Americans changed very little in the period from 1964 to 2000.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. ‘The political status of African Americans changed but their economic and social status remained the same.’

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

e.g. ‘Lyndon B. Johnson was able to push through Congress the Civil Rights Act of 1964 and the Voting Rights Act of 1965 both of which improved the status of African Americans considerably.’

‘The social status of African Americans continued to improve in the 1970s with the Swann versus Mecklenburg Board of Education judgement. This ended de facto segregation in schools.’

‘African Americans benefitted from Clinton’s August 1996 reform of the welfare system.’

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

e.g. ‘Throughout the Reagan years the economic and social status of African Americans remained low. “Reaganomics” involved cuts in federal programmes to aid the poor and the 1988 Family Support Act made it more difficult in general for poor people to qualify for welfare benefits. African Americans at that time made up 11.7 per cent of the population but 43 per cent of those claiming welfare under Aid to Families with Dependent Children and 34.4 per cent of those in subsidised housing. Thus, African Americans were likely to be hit hard by the cuts made by the Reagan administration.’

‘By the 1990s African Americans had gained a bigger social and cultural profile. Oprah Winfrey had become a well-known chat show host on television and actors such as Eddie Murphy, Morgan Freeman and Denzel Washington had raised the status of African Americans in the cinema. Popular music was also an area that African Americans made significant inroads, especially with the emergence of Tamla Motown records and the hip-hop movement.’

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

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

Page 8	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

4 (a) Describe the activities of the Knights of Labor.

Level 1: General answer [1–2]

e.g. 'The Knights of Labor demanded better working conditions for industrial workers.'

Level 2: Describes events [3–5]

e.g. 'The Knights of Labor was formed in Philadelphia in 1869 with the aim of organising skilled and unskilled workers into one union.'

'The Knights of Labor under Terence Powderly campaigned for equal pay for equal work, an eight-hour working day and an end to the use of child labor.'

'The Knights of Labor preferred to negotiate rather than use strike action. However, there were times when members went on strike, such as in 1885 against the Jay Gould railway company, and achieved success.'

(b) Explain the impact of the Wagner Act of 1935 on labor relations before 1941.

Level 1: General answer [1]

e.g. 'The Wagner Act resulted in improvements in labor relations.'

Level 2: Identifies why [2–4]

e.g. 'The Wagner Act had a positive impact on labor relations as it legalized collective bargaining and closed shops. The National Labor Relations Board was also set up to make sure that the stipulations of the Wagner Act were put in place.'

'The Supreme Court ensured that the Wagner Act was constitutional through the NLRB v Jones and Laughlin judgement of 1937.'

Level 3: Explains why [5–7]

e.g. 'Although the Wagner Act was designed to bring about peaceful relations between labor and employers, in the short-run it seemed to lead to a wave of strikes. This was due to the act not forcing companies to accept the demands of unions. Thus, in 1936 there were a number of successful 'sit-down' strikes such as those affecting the rubber plants in Akron, Ohio.'

Page 9	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

(c) ‘Labor unions were successful in improving workers’ rights before 1914.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. ‘Labor unions were not successful because they used radical methods to achieve their aims.’

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

e.g. ‘The American Federation of Labor (AFL), formed in 1886, helped improve conditions for skilled workers by getting involved in collective bargaining with employers.’

‘The Industrial Workers of the World hindered attempts to improve conditions for workers as they were associated with using violent strike action to achieve their aims.’

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

e.g. ‘There were times when labor unions showed that well organised, non-violent strike action could be successful in improving conditions for workers. For example, in 1894, the American Railway Union successfully supported workers who had demanded higher wages from James Hill, the owner of the Great Northern Railway. As a result, the membership of the union rose to over 150,000.’

‘Union activity was often associated with violence. The Haymarket affair of 1886, the Homestead strike of 1892 and the Pullman Strike of 1894 all gave weight to the idea that unions were simply out to cause trouble. Employers feared that such radical action would lead to severe disruptions to their businesses and therefore got together to clamp down on union activity. Some forced new workers to sign “yellow dog” contracts that made the workers promise never to go on strike or join a union. This meant workers were in a weak position when it came to asking for higher wages and better hours of work.’

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

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

Page 10	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

Section C: Economic and Social Change 1754–2000

5 (a) Describe the role of Eli Whitney in the American Industrial Revolution.

Level 1: General answer [1–2]

e.g. 'Whitney was very clever and introduced new machines into industry.'

Level 2: Describes events [3–5]

e.g. 'In 1793 Eli Whitney produced the cotton gin which meant that one worker could clean a 1,000 pounds of cotton per day compared to one pound of cotton working by hand. The result was that more cotton was planted for harvest and cotton exports shot up by over 6,000 percent from the mid-1790s until 1815.'

'Whitney also introduced the concept of interchangeable parts to industrial production. This involved all the parts of one particular product, such as guns, being made in an identical fashion.'

(b) Explain the impact of the American Industrial Revolution on living and working conditions before 1900.

Level 1: General answer [1]

e.g. 'Living conditions were poor; there was a lot of overcrowding.'

Level 2: Identifies why [2–4]

e.g. 'Industries grew in and around towns and cities. More and more workers were encouraged to move to the towns and cities. In response speculators quickly built cheap housing (mainly tenements) which led to overcrowding and the spread of disease.'

'Despite state regulations concerning the working day, by the end of the nineteenth century most industrial workers were employed to work at least twelve hours a day for six days a week.'

Level 3: Explains why [5–7]

e.g. 'Urban overcrowding led to the spread of diseases that were easily passed on from one person to another (cholera, malaria, tuberculosis, diphtheria, typhoid etc.). Epidemics of diseases such as yellow fever that affected Memphis (1870s) and New Orleans (1900s) led to thousands of deaths.'

Page 11	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

(c) ‘The Second World War was the main reason for the expansion of the economy in the 1950s.’ How far do you agree? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. ‘The Second World War helped the economy expand as new technology was developed.’

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

e.g. ‘Wartime research led to the creation of powerful computers and calculators. This was built on in the 1950s when Grace Hopper from Harvard University created software to drive computers and also introduced the idea that computers sometimes needed to be debugged.’

‘The G.I. Bill of Rights of 1944 gave World War II veterans greater economic opportunities. It gave them low interest mortgages to buy new homes which in turn led to the growth of suburbs and the car industry in the 1950s.’

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

e.g. ‘The war had a major impact on the economy in the 1950s as personal resources that could not be used during the conflict were released after it ended. During the war many consumers were unable to spend accumulated wealth as most of what was being produced was for the war effort. By the end of the war savings had built up to \$140 billion. Consumers were willing to buy as much as possible and factories geared themselves up to meet this boost in demand. The consumer economy boomed and standards of living rose. By the end of the 1950s most homes had an automobile, a refrigerator, a television set and a washing machine.’

‘The expansion of the economy in the 1950s was not just due to World War II. The growth of the automobile industry, for example, was part of a longer term trend that had started in the 1920s. The number of cars produced increased from 70,000 in 1945 to 8 million in 1955. Just as significant was the development of the interstate highway system in response to the rise in demand for long distance travel. This was achieved through legislation passed sometime after the war (the Interstate Highway Act, 1956) and involved public expenditure (\$26 billion) that probably would not have been possible in the immediate post-war years.’

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

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

Page 12	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

6 (a) What was the Social Gospel Movement of the 1880s and 1890s?

Level 1: General answer [1–2]

e.g. ‘The Social Gospel Movement was to do with religious people helping the poor.’

Level 2: Describes events [3–5]

e.g. ‘In the 1880s and 1890s urban churches started to provide welfare services for the poor members of society. The churches proposed welfare reforms that aimed to treat social issues related to drinking and gambling. They thought this would result in improved living conditions and a fairer distribution of the national wealth.’

‘The Social Gospel Movement looked to apply the gospel of Jesus (his teachings) by promoting charity and justice. It was especially interested in supporting labor reforms. This ideal was adapted by a range of religious organisations including Jewish synagogues.’

(b) Explain why there was a religious revival in the first half of the nineteenth century.

Level 1: General answer [1]

e.g. ‘Society was changing during the first half of the nineteenth century and many people started to think about renewing their religious faith.’

Level 2: Identifies why [2–4]

e.g. ‘The demand by many people to “revive” their religious beliefs led to the growth of new denominations such as the Baptist movement. By 1850 the Baptists were the second-largest denomination in the U.S.’

‘In New York State in 1830 Joseph Smith published *The Book of Mormon*. The book said that God would restore a simpler form of church without ministers.’

Level 3: Explains why [5–7]

e.g. ‘Women, such as Juliann Tillman from the African Methodist Episcopal Church, were especially active in promoting the Second Great Awakening. This may have been due to the loneliness and unhappiness of many women on the frontier and a need, therefore, for women to work together to support each other. Religious groups were used as a way of providing support to widows, orphans and those feeling isolated.’

Page 13	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

(c) ‘The impact of counter-culture on American society in the 1960s has been exaggerated.’ How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. ‘The impact of counter-culture has not been exaggerated; it was very important in showing that young people did not agree with the way in which U.S. society was developing.’

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

e.g. ‘Counter-culture was made up mainly of youths. This generation were bound to have a big influence on American society as they were the largest generation in American history. This was a result of the “baby boom” that followed World War II.’

‘Counter-culture had a major effect on fashion. Young people started to grow their hair longer and men wore beards. Hippies wore clothing associated with working people: blue jeans, plain cotton shirts, loose peasant blouses. Other clothing and jewellery styles were borrowed from indigenous peoples such as ponchos from South America and native American bracelets.’

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

e.g. ‘Music associated with counter-culture helped revolutionize society. In 1964 the Beatles arrived in America. This seemed to spark major developments in popular music. Rock-and-roll became rock music, a style of music that became associated with a fast-paced lifestyle, “the sexual revolution” and drug taking. A new generation of home grown musicians emerged such as Janis Joplin who epitomised new found freedoms. The different parts of counter-culture were brought together at the Woodstock music festival; this came to symbolise all that counterculture stood for.’

‘The impact of counter-culture probably has been exaggerated. For example, the Pop Art of Andy Warhol and Roy Lichtenstein appealed only to a minority. Many of the visual illusions produced through the Op Art movement were done so by artists under the influence of psychedelic drugs. Such art was opposed by those with strong moral values such as religious groups.’

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

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

Page 14	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

Section D: America and the World 1754–2010

7 (a) What were the main characteristics of U.S. foreign policy in the 1930s?

Level 1: General answer [1–2]

e.g. 'U.S. administrations drew up plans to help other countries.'

Level 2: Describes events [3–5]

e.g. 'By the early 1930s U.S. foreign policy was based on isolationism as Roosevelt was mostly concerned with getting the U.S. out of economic recession.'

'The Hawley-Smoot tariff was passed by Congress in 1930. This aimed to protect American industries from foreign competition.'

'U.S. involvement in international affairs was also restricted by the passing of a series of Neutrality Acts. The first of these, passed in 1935, prevented the U.S. from supplying weapons to nations involved in warfare.'

(b) Explain why the U.S. introduced a policy of containment in the late 1940s.

Level 1: General answer [1]

e.g. 'Containment was adopted by the U.S. because of threats from Russia.'

Level 2: Identifies why [2–4]

e.g. 'A major influence on containment was the work of George Kennan, an American diplomat based in Moscow. He published details of what he believed was the threat posed by communist Russia to world peace.'

'The Soviet Union had been seen to pose a threat to Turkey since the end of the Second World War. As Turkey was strategically crucial for control over the Mediterranean, the Soviet threat was seen by the U.S. as a challenge to world trading arrangements and, hence, world peace. The Soviet threat had therefore to be contained.'

Level 3: Explains why [5–7]

e.g. 'In February 1947, the British government announced that it could no longer afford to give financial help to Turkey and Greece. This meant that the Mediterranean was much more vulnerable to Soviet influence. British politicians suggested that the U.S. government should step in and aid Turkey and Greece. There was opposition to this idea in Congress but eventually it was agreed to give \$400 million to help Turkey and Greece. In return the U.S. was allowed to set up military bases in both countries.'

Page 15	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

**(c) ‘The U.S. had great success in helping bring stability to Europe from 1945 to 1949.’
How far do you agree with this view? Explain your answer.**

Level 1: Unsupported assertions [1]

e.g. ‘The U.S. helped bring stability to Europe by sending troops there.’

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

e.g. ‘In 1948 financial help was given to parts of Europe through the Marshall Plan. West Germany was one of the regions to benefit from the \$13 billion package of grants and loans.’

‘Partly as a result of the Truman Doctrine of 1947 Congress agreed to provide \$400 million in aid for Greece and Turkey. In return the U.S. was allowed to establish military bases in both countries.’

‘The Western Allies were worried that Russia under Stalin would attempt to gain influence over the whole of Germany by gaining control over the capital, Berlin. The Western allies responded by merging their three zones of occupation into one, the Federal Republic of Germany or West Germany. This caused some instability as Stalin responded in 1949 by influencing the creation of a rival Communist state, the German Democratic Republic or East Germany.’

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

e.g. ‘The U.S. was successful in helping bring stability to Europe to some extent. One way in which this was achieved was through President Truman’s decision to airlift supplies to Western Berlin from June 1948 to May 1949. Stalin had set up a blockade against Western Berlin as a result of the allies’ decision to attempt to control the West German economy through the introduction of a new currency. The blockade had the potential to lead to the starvation of 2.5 million Western Berliners. Thus, the Berlin Airlift was successful in preventing economic and social instability in West Berlin.’

‘The U.S. was not totally successful in helping bring stability to Europe. Despite the Marshall Plan and the Berlin Airlift, Germany remained a divided nation and a focal point for the Cold War. In particular, the situation over Berlin was never resolved.’

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

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

Page 16	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

8 (a) Describe U.S. policies towards Japan from 1945 to 1952.

Level 1: General answer [1–2]

e.g. 'The U.S. dropped bombs on Japan.'

Level 2: Describes events [3–5]

e.g. 'To end the war against Japan in 1945, President Truman decided to drop atomic bombs on Hiroshima and Nagasaki. The Japanese surrendered in August 1945.'

'After the Japanese surrendered the U.S. occupied Japan with the aim of implementing a new democratic government. The U.S. also took control of a number of Pacific islands previously under Japanese influence such as the Marshall Islands. A new friendship treaty was signed in 1951 and in 1952 the U.S. occupation was ended.'

(b) Explain why the U.S. became involved in the Korean War, 1950–53.

Level 1: General answer [1]

e.g. 'The U.S. got involved because the communists in Korea posed a threat to the U.S.'

Level 2: Identifies why [2–4]

e.g. 'The Potsdam Agreement had resulted in Russia agreeing to help liberate Korea from Japanese control. In return the Russians were allowed to influence how one of the two post-war zones in Korea was governed.'

'The division of Korea by the 38th Parallel was meant to be temporary until elections could be held to reunite the country. When the elections were due to be held the Soviet Union refused to co-operate.'

'In 1947 the U.S. decided to hold elections in the zone that they had jurisdiction over. Syngman Rhee was elected as leader in the South but the North continued to be ruled by a communist, Kim Il Sung. When the North invaded the South in 1950 the U.S. felt obliged to support the South.'

Level 3: Explains why [5–7]

e.g. 'The U.S. supported the South in the Korean War mainly because it did not want to see a united Korea under communism. It was feared that if Korea fell to the communists then other countries in South-East Asia would follow the same fate (later known as the domino effect). This would have obviously have threatened the U.S. "sphere of influence" as it applied to Asia in general.'

Page 17	Mark Scheme	Syllabus	Paper
	IGCSE – May/June 2014	0409	01

(c) 'It was the U.S.A. that resolved the Cuban Missile Crisis.' How far do you agree with this view? Explain your answer.

Level 1: Unsupported assertions [1]

e.g. 'Kennedy was skilful in dealing with the crisis as he made the right decisions.'

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

e.g. 'The U.S.A. reacted cautiously to the crisis by ordering a blockade of Cuba to keep out the 25 Russian ships that were bringing missiles to Cuba.'

'Khrushchev remained calm and promised to withdraw missiles from Cuba and to dismantle missile sites.'

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

e.g. 'In many ways it was the skill of President Kennedy that allowed the crisis to be successfully resolved. He was provided with a number of options by his advisors about what to do. He took his time to weigh up the options before deciding to ignore the arguments for launching airstrikes and an invasion of Cuba, both of which would probably have led to an escalation of the conflict. His decision to authorise a "naval quarantine" of Cuba seemed to persuade the Russians to back down.'

'Khrushchev also played an important part in resolving the crisis. Through his writing of detailed, "long" letters he was able to offer concessions to the U.S. and Cuba. He agreed to pull back Russian supply vessels and to withdraw missiles already placed in Cuba in exchange for Kennedy agreeing to take out U.S. missiles from Turkey. Many saw Khrushchev as being successful in ending the crisis in a way that meant Russia did not lose face.'

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

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