CAMBRIDGE
International Education

Cambridge International AS Level

US HISTORY TO 1877 **8101/02**

Component 2 Outline Study **For examination from 2027**

MARK SCHEME FOR DIGITAL EXAM

Maximum Mark: 60

Specimen

This specimen mark scheme has been adapted from the 2027 specimen mark scheme.

This document has **16** pages.

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General Marking Principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level is the best fit. In practice, work does not always match one level precisely so a judgement may need to be made between two or more levels.

Once a best-fit level has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level, award the highest mark.
- If the candidate's work **adequately** meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level, award the lowest mark.

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Table A for Part (a) questions

Part (a) questions assess the following assessment objectives:

AO1 Historical knowledge
Candidates should be able to:
- Recall, select and use appropriate historical knowledge.

AO2 Historical explanation, analysis and judgement
Candidates should be able to:
- Identify, explain and analyse the past using historical concepts:
  - cause and consequence
  - change and continuity
  - significance.
- Explain and analyse connections between different aspects of the past.
- Reach a judgement.

Use this table to give marks for candidate response for part **(a)** questions in Questions 1–4.

Level	Description	Marks
Level 4	**Connects factors to reach a reasoned conclusion** Responses: • Are well focused and explain a range of factors supported by relevant information. • Demonstrate a clear understanding of the connections between causes. • Reach a supported conclusion.	9–10
Level 3	**Explains factor(s)** Responses: • Demonstrate good knowledge and understanding of the demands of the question. • Include explained factor(s) supported by relevant information.	6–8
Level 2	**Describes factor(s)** Responses: • Show some knowledge and understanding of the demands of the question. (They address causation.) • May be entirely descriptive in approach with description of factor(s).	3–5
Level 1	**Describes the topic/issue** Responses: • Contain some relevant material about the topic/issue but are descriptive in nature, making no reference to causation.	1–2
Level 0	**No creditable response**	0

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Table B for Part (b) questions

Part (b) questions assess the following assessment objectives:

AO1 Historical knowledge
Candidates should be able to:
- Recall, select and use appropriate historical knowledge.

AO2 Historical explanation, analysis and judgement
Candidates should be able to:
- Identify, explain and analyse the past using historical concepts:
  - cause and consequence
  - change and continuity
  - significance.
- Explain and analyse connections between different aspects of the past.
- Reach a judgement.

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Use this table to give marks for candidate response for part **(b)** questions in Questions 1–4.

Level	Description	Marks
Level 5	**Responses develop a comparative judgement based on analysis of the alternative perspectives** Responses: • Are well focused and contain clear analysis that supports **and** challenges the given view/statement. • Are consistently supported by relevant and detailed evidence for the alternative perspectives. • Show clear comparative judgement of the relative strength of the alternative perspectives.	17–20
Level 4	**Responses offer explanation that considers alternative perspectives** Responses: • Offer explanation that supports **and** challenges the given view/statement. • Are supported by mostly relevant and detailed evidence for the alternative perspectives. • May form a conclusion that lacks clear comparative judgement.	13–16
Level 3	**Responses offer explanation of a single perspective** Responses: • Offer explanation that supports **or** challenges the given view/statement. • Are supported by mostly relevant and detailed evidence. • May be aware of alternative perspectives, but these will be described rather than explained.	9–12
Level 2	**Responses consider aspects of the question without explanation** Responses: • May provide relevant description with few explicit links to the question. • May provide valid assertions with limited support.	5–8
Level 1	**Responses provide general information about the topic loosely linked to the question focus** Responses: • May provide general information about the topic which is only loosely linked to the question focus. • May have limited relevance but make occasional valid points, which may be fragmentary and disjointed. • May offer some unsupported assertions.	1–4
Level 0	**No creditable response**	0

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Indigenous Societies, European Colonization, and the Atlantic World, c.1400s–c.1800

Question	Answer	Marks
1(a)	**Explain why different groups of Europeans created settlements in the Americas.** Indicative content • Technological developments in ship construction and navigation enabled European explorers to sail across the Atlantic to search out new trade routes and establish new markets to trade goods. Initially by Portuguese and Spanish explorers. • Due to economic rivalry among European nations for new territories and new wealth. Rivalry between Spain, France, Britain, and the Dutch to establish trading stations in the Americas. • To source raw materials. Precious metals such as gold and silver. Trade goods such as furs, and cash crops such as tobacco and sugar. • To establish trading companies such as the Virginia Company in 1606, and the Massachusetts Bay Company in 1629. • To spread European culture and religion. For example, the Spanish wanted to introduce Roman Catholicism to the indigenous peoples. • To escape religious persecution in Europe. For example, Puritans from England as part of the Great Migration from England to Massachusetts Bay Colony between 1620 and 1640. Huguenots from France that settled in Massachusetts, New York, Pennsylvania, Virginia, and South Carolina. Quakers from various European countries, from which many settled in Pennsylvania which was established as a haven for Quakers. Mennonites (many of Dutch, Swiss, or German ancestry) also settled in Pennsylvania. Accept any other valid responses.	**10**

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Question	Answer	Marks
1(b)	**To what extent were the lifestyles of the various indigenous peoples of North America similar?** Indicative content **Support** • The differing tribal groups of indigenous peoples shared many common characteristics in their lifestyles. • They all adjusted their lifestyles according to the climate and geographical features of the area they lived in. • Across all regions the various tribal groups lived off the land. They hunted animals and grew crops. A common crop was maize (corn). They had few material possessions. • The indigenous peoples lived in families which were part of larger clans/ tribes. They lived in village communities and divided labor by gender. Women tended crops, gathered plants, and oversaw affairs within the community. Men were responsible for activities such as hunting, fishing, and warfare. • They engaged in trade and developed trade networks between the geographical regions. Trade goods included food and raw materials, tools, ritual artifacts, and decorative goods. • They all shared a strong sense of spirituality. They were animists who believed the natural world was packed with spiritual power. They sought to understand the world by interpreting dreams and visions. Their rituals were designed to appease guardian spirits that could ensure successful hunts and other forms of good fortune. • The early peoples were not technologically advanced. They did not develop wheeled vehicles or waterwheels. Until the arrival of the Europeans, they did not possess the horse as a means of transport. • They had no tradition of private property rights. They viewed the land and water as communal possessions that could not be owned or traded. • They shared the experience of having their lifestyles impacted as a result of meetings with Europeans. In some cases, they had to adapt/change their lifestyles as a result of the arrival of the Europeans. **Challenge** • However, the geographical distribution of the various indigenous groups did determine differences in lifestyle, as each tribal group had to adapt to live according to the climate and landscape of the area they inhabited. • Tribes such as the Creek, Choctaw, and Powhatan, which lived in Eastern North America, the area stretching from the Great Lakes to Mexico, cleared the dense forest and built permanent villages. They combined hunting with the cultivation of crops such as maize, squash, and beans. • Tribes such as the Comanche and Sioux, which lived across the area of the Great Basin and Great Plains, were faced with hot dry summers and cold snowy winters. They adopted a partly nomadic lifestyle, spending part of the year following the buffalo herds and living in tepees, and part of the year growing and harvesting crops.	**20**

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Question	Answer	Marks
1(b)	• Tribes such as the Pueblo who lived in the Southwest, which was largely a desert environment, were forced to build settlements near the Rio Grande River and its tributaries. It was a hostile environment and tribes like the Hopi collected rainwater in rock cisterns and parcelled it out to their fields and to families living in clusters of houses called pueblos. They grew maize, beans, melons, and squash. • Tribes such as the Kwakiutl, which occupied the Pacific Northwest, an area which contained abundant natural resources, lived by fishing the rivers and ocean for whales, sea otters, and seals. Thick forests provided timber for housing and boats. Accept any other valid responses.	

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The American Revolution and the Emergence of a New Nation, c.1765–c.1815

Question	Answer	Marks
2(a)	**Explain why many African Americans participated in the Revolutionary War of 1776–83.** Indicative content • Many African Americans already served in private militias especially in the North, defending their villages mainly against attacks from Native Americans, and service for the Patriots was viewed as a continuation of this role. • Many African Americans participated following a sense of patriotism. Both enslaved and free African Americans wanted to join the Patriots whilst others supported the anti-British cause, wishing to shake off British rule. • To seek opportunities for enslaved men to gain freedom. African American slaves saw the possibility of securing freedom or expanding their civil liberties through volunteering for military service. • Many states began to recruit slaves for military service in order to meet their enlistment quotas. Some African Americans were forced to take up arms when able-bodied men were needed to fight on behalf of the Patriots. • In some areas, like New England, African American slaves were recruited by promising them freedom if they served in the Continental Army. • Some African Americans joined British forces following the Dunmore Proclamation of 1775 which offered freedom to slaves in Virginia who left their patriotic owners to join the British army. • Some African Americans joined the British forces following the Philipsburg Proclamation of 1779 which stated that all enslaved people would be welcomed into British forces. This greatly increased the number of African Americans who fled to British lines. • Over 20 000 African Americans ended up fighting for the British Army. Some believed that victory by the British would lead to an end to slavery. • Enslaved African Americans contributed to the Patriot cause because of their status and not explicitly because they supported the cause. The labor they were ordered to perform allowed more white men to join military efforts against the British, and generated income that was used to help the feeding and supplying of the army. Accept any other valid responses.	**10**

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Question	Answer	Marks
2(b)	**"The ideals expressed by Enlightenment thinkers were the most significant cause of the American Revolution". How far do you agree with this view?** Indicative content **Support** • Enlightenment ideals provided a logic and a reasoning to support the idea of independence and self-rule. • Enlightenment thinkers emphasized the ideals of natural rights and the social contract between the ruler and the subjects. American leaders such as Benjamin Franklin and Thomas Jefferson were in communication with British and French Enlightenment thinkers. • Enlightenment thinkers believed in John Locke's argument that every person was entitled to enjoy natural rights that included life, liberty, and property. In his *Treatise on Civil Government* (1689) Locke argued the right to change governments that failed to protect a person's life, liberty, and property. • A belief in republican values inspired the American revolutionaries. Republicanism was seen as a workable alternative to the lack of freedom experienced under a monarchy and a way to resist the increasing demands of British taxes and regulations. • The breakdown in relationships between the British government and the colonists during the 1760s and 1770s resulted in the growth of an American identity and a desire to seek independence from the demands of British rule. The idea of republicanism grew stronger, based on the ideals expressed by Enlightenment thinkers. • The publication of the pamphlet *Common Sense* by Thomas Paine in January 1776 had a major impact. Paine defended republican principles and denounced the monarchy as a threat to peoples' liberty. He called for colonists to declare independence from British rule. The pamphlet became an instant best seller, providing a legitimate rationale for independence. • The Declaration of Independence issued on July 4, 1776, was based upon the Enlightenment beliefs "that all men are created equal" and are endowed with "the unalienable rights of life, liberty, and the pursuit of happiness". **Challenge** • Other factors also played a significant contribution in causing the colonists to challenge British rule. • The impact of the French and Indian War, 1754–63 which had caused the British national debt to double to 130 million pounds. To help ease this financial burden the British now expected the colonists to pay for their continued protection by the British army and navy. The cost of stationing troops in the colonies was estimated to run at £385 000 per year. • The Proclamation Line of 1763 limited colonial settlement in the western frontier. This line was created to reduce conflicts between settlers and indigenous groups while also reducing the costs of protecting settlers. The Proclamation Line of 1763 infuriated colonists who desired new land.	**20**

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Question	Answer	Marks
2(b)	• New legislation such as the Currency Act was passed under George Grenville which caused increasing anger. • The end of salutary neglect was disliked as it witnessed the growing power of the British state over colonial affairs. • The Stamp Act, 1765 was designed to raise revenue to pay for British troops stationed in the colonies but it led to growing criticism of British rule. It led to calls for political representation and the setting up of the Stamp Act Congress, and a boycott of British goods. The Act was rescinded. • The Townshend Acts, 1767 imposed import duties which reignited arguments over taxation. Events in Boston led to the “Boston Massacre” of 1770 which resulted in the Acts being repealed except for the duty on tea. • The Intolerable Acts Crisis, 1773–76. The Boston Tea Party resulted in the passing of the Coercive Acts, also called the “Intolerable Acts” by some people in the colonies, which were designed to punish Boston. These Intolerable Acts closed the port of Boston and curtailed town meetings. This was seen as a deliberate attempt to restrict each colony’s right to self-government. In addition, these acts included the Quartering Act, which applied to all colonies. This act made the housing of British troops the financial responsibility of the colonies. It was another financial burden upon the colonists and increased criticism of the British government. • The Second Continental Congress in May 1775 led to the formation of a Continental Army. This raised the tension in relations with the British government and George III. Accept any other valid responses.	

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A Changing New Nation, c.1820–c.1850

Question	Answer	Marks
3(a)	**Explain why transcendentalism became popular between 1830 and 1850.** Indicative content • It was a reaction to the Market Revolution and its economic and social impact. Rapid economic growth and geographical expansion weakened traditional institutions. This led to a desire to return to traditional values. • Impact of the Second Great Awakening. A desire to improve personal lives and society as a whole. • Development of a literary movement in New England whose members believed that truth could be found in nature. They believed that God lived within each person. They emphasized the value of intuition over reason, self-reliance, and individual conscience. • Influence of key figures such as Ralph Waldo Emerson. His writings and lectures attracted widespread support. His ideas of self-discipline and civic responsibility became popular especially among the middle class. He worried that the new Market Society with its focus upon work, profit, and consumption was harming Americans' spiritual lives. • Desire to establish new societies such as the experiment of Brook Farm outside Boston which encouraged residents to produce their own food and exchange their surplus milk, vegetables, and hay for manufactured goods. Walden Pond in Concord, Massachusetts was set up by Henry David Thoreau. He published *Walden; or, Life in the Woods*, a search for a less restricted lifestyle. • Margaret Fuller set up a transcendental discussion group for educated Boston women. She edited *The Dial*, the leading transcendentalist journal. She did much to inspire a generation of women writers and reformers. Accept any other valid responses.	**10**

Question	Answer	Marks
3(b)	**To what extent was the influence of the Second Great Awakening the main reason for the growth of the abolitionist movement between 1820 and 1850?** Indicative content **Support** • The Second Great Awakening did have a significant influence. • It altered the religious landscape of the United States and resulted in a significant growth in the membership of Baptist and Methodist churches. It also witnessed the birth of a distinctive black church. • These groups inspired the belief that people can improve their own lives and those of others through addressing social problems such as the issue of slavery. • The Second Great Awakening helped generate the birth of a number of reform movements designed to address social problems. These included a desire to improve public education, improve care for the mentally ill, limit the sale of alcohol, expand women's rights, and work towards abolishing slavery. • Many of the reformers working in these individual reform groups also became involved in the drive to abolish slavery. • The Second Great Awakening empowered women to be agents of social change. Women became key participants in the numerous reform movements that emerged in the period, including the abolitionist movement. • Religious arguments helped to spur some individuals to pick up the mantle and call for the abolition of slavery basing their arguments on the self-evident truth in the Declaration of Independence that all men are created equal. They also used the Bible as the basis of their argument. In 1837 Theodore Weld published *The Bible Against Slavery* which used passages taken from the Bible to discredit slavery. In 1839 Weld and his wife Angelina Grimké published *American Slavery as It Is: Testimony of a Thousand Witnesses*. It highlighted the horrors of slavery. The book sold over 100 000 copies in its first year. **Challenge** • However, other factors also contributed to the growth of the abolitionist movement during this period. • The influence of events outside the United States during the early nineteenth century. Many European countries took action to abolish slavery. This led some US campaigners to call for similar action in the US itself. • The importance of the setting up of anti-slavery groups such as the American Colonization Society in 1817. It advocated the gradual abolition of slavery. It also sponsored the return of freed slaves to Africa and founded the colony of Liberia on the west coast of Africa. It helped freed slaves to migrate to Liberia. In 1833 the American Anti-Slavery Society was established. It had 250 000 members by the late 1830s and over 1350 local affiliates.	**20**

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Question	Answer	Marks
3(b)	• Importance of key individuals such as William Lloyd Garrison. He became a radical abolitionist who argued that slavery was cruel, brutal, and a sinful institution. He did a great deal to organize anti-slavery sentiment in the Northeast of the US. He established an anti-slavery newspaper in Boston called *The Liberator* which denounced slave owners as oppressors. • Another key individual was Frederick Douglass. He was a gifted orator who attracted large anti-slavery audiences by giving accounts of the horrors of slavery. In 1845 he published *Narrative of the Life of Frederick Douglass* and in 1847 he founded the *North Star* which became an influential anti-slavery newspaper. • The influence of formerly enslaved people's narratives, such as those of Frederick Douglass, Sojourner Truth, William Wells Brown, and Ellen and William Craft. Accept any other valid responses.	

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The Impacts of Expansion, c.1800–77

Question	Answer	Marks
4(a)	**Explain why the Great Sioux War of 1876–77 was fought.** Indicative content • Due to the breaking of the Fort Laramie Treaty, 1868, which set up the Great Sioux Reservation which included the lands of the Black Hills, a sacred site to the Sioux nation. • Due to the dispute over the Black Hills. Conflict erupted in 1874 when General George Custer led an expedition into the Black Hills to protect railway surveyors, and miners who were moving into the Sioux hunting grounds. • Conflict following the discovery of gold in the sacred Black Hills. It resulted in an invasion of prospectors into the Black Hills (over 1000 miners arrived during 1875). They demanded protection from the US Army. This caused conflict between the prospectors and the Sioux. • Actions of the US government. It offered to buy the Black Hills from the Sioux. They rejected the offer as they viewed the land as a sacred place. This added to the tension in the area. • Breakdown in relations between the Sioux and the US government. In December 1875, all Sioux were ordered to return to their reservation. Sitting Bull refused to return. Approximately 7000 Sioux, Arapaho, and Cheyenne, along with Sitting Bull and Crazy Horse, were camped in the Powder River Country. • Actions of the US Army caused the Sioux and supporting tribes to go on the offensive. In February 1876, the Army was instructed to treat all Native Americans outside the reservation as hostile. General Philip Sheridan ordered a three-pronged campaign that resulted in the Battle of the Little Bighorn – a great victory for the Native Americans and a serious defeat for the US Army. Accept any other valid responses.	**10**

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Question	Answer	Marks
4(b)	**How far was Manifest Destiny the main factor that drove westward expansion?** Indicative content **Support** • Manifest Destiny was a factor that drove westward expansion. • In 1845 John L. O'Sullivan first used the phrase "Manifest Destiny". It quickly became a popular term, with newspapers across the country taking up the cry, and telling people to migrate west to fulfil their "Manifest Destiny". • It became a powerful belief rooted in religion. The belief that it was the will of God to spread civilization west across the whole continent of North America. • Anyone carrying out this mission was performing God's will and anyone who opposed it was a traitor to the United States, and to God. • Settlers used this as an excuse for acquiring land from Native Americans. They also used the religious argument that they were spreading Christianity and furthering God's will to fulfil this Destiny. **Challenge** • Other factors, such as "push" and "pull" factors, were also responsible and played a part in driving westward expansion. • Prospect of job opportunities. Economic hardships experienced in the East and the economic depression of the late 1830s resulted in bank failures, wage cuts, and rising unemployment. Similar economic problems ensued after the Civil War with few jobs available for ex-soldiers. Migration west therefore appeared attractive. • Federal policies helped to make cheap land available to settlers. Legislation such as the Pre-emption Bill in 1842 which allowed settlers to obtain land in Oregon. The Homestead Act of 1862 made land available at low cost, as did the Timber Culture Act of 1873. • The development of and opening up of routes west across the Prairies and Rocky Mountains, such as the Oregon Trail. This made traveling west easier. • The experiences of settlers and reports of a better life to be had in the west in California and Oregon, such as good climate, fertile land, and plentiful supplies of food. • Increased speed of transportation made the journey west easier. The building of the transcontinental railroad and the creation of new towns and settlements along its route. • Railroad companies sold land along the route of the line to settlers at low prices to encourage migration and settlement. • Discovery of gold in California in 1848 and the Gold Rush of 1849 resulted in a mass migration of miners and speculators to the east coast of California. • The desire to leave the populated east and establish a new life in the vast openness of the west. For some it was escaping persecution such as the Mormon migration to Salt Lake. Accept any other valid responses.	**20**

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