CAMBRIDGE
International Education

Cambridge International AS Level

US HISTORY SINCE 1877 **8102/02**

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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American Imperialism, the First World War, and the 1920s

Question	Answer	Marks
1(a)	**Explain why there was a rise in organized crime during the 1920s.** Indicative content • The impact of prohibition gave rise to organized crime. The 18th Amendment made the sale and importation of alcohol illegal during the 1920s resulting in a thriving black market. Gangsters emerged as the main link to supply illegal alcohol operating as bootleggers. • Prohibition proved almost impossible to enforce and the law was openly ignored, particularly in cities where there was a dramatic rise in organized crime. The continuing demand for alcohol allowed organized crime to grow in strength. • Gangsters emerged to control bootlegging schemes. They controlled speakeasies which operated as illegal drinking dens. There were over 100 000 in New York in 1925. • Government prohibition agents were too few in number to enforce the prohibition law and they were often open to bribery. • To grow their empires of crime, gangsters diverted into other areas of crime, running protection rackets, gambling dens, prostitution houses, and supplying drugs. One of the leading gangster bosses was Al Capone who controlled Chicago. He ran an organization which included speakeasies, bookmakers, gambling houses, brothels, nightclubs, and breweries. • There was an emergence of powerful organized crime gangs which increasingly fought each other for control of the alcohol trade. • Organized crime gangs had power to bribe, intimidate, and murder US customs officials, law officers, and judges. • Gang rivalry led to an increase in violent crime. For example, the Saint Valentine's Day Massacre in 1929 when Al Capone attempted to kill the rival gangland leader Bugs Moran. Accept any other valid responses.	**10**

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Question	Answer	Marks
1(b)	**To what extent was the policy of imperialism popular in the US during the late nineteenth and early twentieth centuries?** Indicative content **Support** • Pro-imperialists favored direct US involvement in Latin America, Asia, and the Pacific, and the acquisition of overseas territories. • Imperialist policies were popular in the quest for new markets. Businesses were producing more products than Americans could buy. Many business leaders looked towards Latin America, Asia, and the Pacific to expand markets overseas. • There was also a quest for raw materials. The US needed to look overseas for new sources of raw materials to fuel industrial output and growth. • Alfred T. Mahan's book *The Influence of Sea Power upon History* had an impact on pro-imperialism arguments. Alfred T. Mahan argued in his book that the US needed to build a powerful navy to protect its interests and trade overseas. • Mahan's ideas influenced US policy makers such as Theodore Roosevelt and Henry Cabot Lodge, both keen imperialists. • Pro-imperialism arguments were also influenced by ideas such as Social Darwinism, and the idea of survival of the fittest. Imperialists argued that since European powers like Britain, France, and Germany were developing strong economic interests in Africa and Asia, the US needed to do the same. It needed to protect its back door from European competition. If the US failed to accept its challenge it risked falling behind its rivals. • The idea of taking up the "white man's burden" was strong. The belief in the superiority of the political, economic, and religious systems of the US led to the call for action to "civilize non-Europeans." It led to the rise in Christian missionary work. It was seen as a natural extension of Manifest Destiny. • The idea that the US frontier was "closed," as discussed in Frederick Jackson Turner's "frontier thesis" was also strong. Turner viewed the process of "civilizing" the western frontier as critical to building American individualism, work ethic, and preventing class conflicts. Since the frontier was "closed," overseas expansion offered another frontier. **Challenge** • Anti-imperialists were opposed to US involvement in the affairs of overseas countries. • The Spanish–American War led to the formation of the American Anti-Imperialist League in 1898 which was supported by powerful figures such as the industrialist Andrew Carnegie and the writer Mark Twain. • The annexation of the Philippines was heavily criticized. It was argued that it went against American values of human freedoms, its principles of independence, and the right of self-determination. • Anti-imperialists argued that while America's industrial economy did require markets, this could be accomplished without acquiring territories overseas.	**20**

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Question	Answer	Marks
1(b)	• Anti-imperialists argued against the cost of holding colonies. The cost of maintaining a navy, an army, governing the lands, and taking on the country's debts were seen as unnecessary. Urban problems in the US were also viewed by some anti-imperialists as more in need of funds than any overseas endeavor. • Anti-imperialists argued that there was no need to "own" a people in order to trade with them. • Cheap labor in the colonies might result in competition with American industry. • Being an imperial power conflicted with American values as expressed in the Declaration of Independence "that all men are created equal" and that governments derive their powers from the consent of the governed. Accept any other valid responses.	

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The Great Depression, the Second World War, and the Early Cold War

Question	Answer	Marks
2(a)	**Explain why the 1950s witnessed a trend of rebellion among young people.** Indicative content • The 1950s witnessed a return to traditional, conservative family norms after the Second World War. It also saw a rise in mass evangelism and with it a conservative and conformist society, trends which some teenagers rebelled against. • Teenagers of the 1950s had more money and free time than ever before. Many seemed to want to rebel, especially against whatever their parents believed in. The rise of car culture also permitted them to be unsupervised more often. • Teenagers adopted non-conformist behavior. To rebel against traditional norms some teenagers chose to wear distinctive clothes. They formed gangs, cruised in cars, drank heavily, and attacked property. In an attempt to rebel against traditional norms some dropped out of conventional society, and became known as beatniks. • Some were influenced by writers of the 1950s who questioned the cosy values of suburbia, such as J. D. Salinger in his novel *The Catcher in the Rye* (1951), which dealt with a high school dropout. • Many teenagers were influenced by youth films of the 1950s such as *Rebel Without a Cause*. This made a cult hero of James Dean who played a young man who rebelled against his parents and got into trouble with the police for drunken behavior. • The development of rock and roll music gave teenagers their own brand of rebellious music. In 1955 Elvis Presley exploded onto the pop music scene. His songs *Heartbreak Hotel* and *Hound Dog* broke all sales records. • Stars like Elvis Presley and Little Richard became heroes to a new youth culture. Many parents disliked Presley's energetic dancing which they thought was too sexual. • Some young people feared a potential nuclear war, which made them question the purpose of following social norms because they felt that the world would end soon. Accept any other valid responses.	**10**

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Question	Answer	Marks
2(b)	**"Opposition to the New Deal was ineffective." How far do you agree with this view?** Indicative content **Support** • Franklin D. Roosevelt's landslide victory in the 1932 US election enabled him to press ahead with the First and later Second New Deal. His promise to lift the US out of its deep depression was popular and opposition to his Alphabet Agencies struggled to gain widespread support. It could therefore be argued that opposition had only limited impact and was largely ineffective. • The natural political opponent was the Republican Party in Congress but the Party was divided between Eastern conservatives and Western progressives. They adopted different attitudes towards the New Deal reforms which weakened their ability to oppose New Deal legislation. • Republicans were seen as the Party in charge of the country at the start of the Great Depression and so were blamed by many for the situation the country found itself in. The Republican approach seemed to offer no answer to a depression of unprecedented depth. • The 1934 mid-term elections gave the Democrats commanding majorities in both the House and the Senate, thereby limiting the effectiveness of any political opposition. • Franklin D. Roosevelt was able to effectively cater to the demands of the various groups in the New Deal Coalition, which limited the effectiveness of his opposition. • Opposition from radical critics outside the Republican Party lacked widespread support, and never turned into organized and effective opposition to Roosevelt's policies. • Huey Long, Governor of Louisiana, argued that the New Deal did not offer sufficient help for the poor. He created a Share Our Wealth Society which had 7 million members by 1935. Long was a possible presidential candidate in 1936 but his assassination in September 1935 ended that threat to Roosevelt's re-election, and the continuance of his New Deal. • Dr. Francis Townsend argued that Roosevelt had not done enough to help the elderly and proposed a pension of $200 a month for everyone over 60. Father Charles Coughlin criticised the New Deal for not doing enough to help the needy. Their messages only attracted minimal support. **Challenge** • However, opposition from some quarters such as the Supreme Court, and popular critics of the New Deal did influence Roosevelt's thinking in drafting his Second New Deal. This opposition caused him to modify and adapt certain policies to consider the arguments presented by opposition campaigners. • The most serious opposition came from the Supreme Court. In *Schechter v. United States* (1935), the Supreme Court unanimously struck down the National Industrial Recovery Act (NIRA) claiming that it gave the federal government powers which were unconstitutional. In 1936 the Court ruled against the Agricultural Adjustment Act (AAA) claiming it to be unconstitutional. It was a major setback for Roosevelt.	**20**

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Question	Answer	Marks
2(b)	• This prompted Roosevelt to attempt a “court-packing” scheme to appoint a new Supreme Court justice for every member older than 70 which would allow him to appoint 6 justices receptive to his New Deal. Congress refused to approve the Court Reform Bill which was a major legislative defeat for Roosevelt. • The American Liberty League was formed in 1934 to campaign against increased government influence and control. It argued that welfare benefits were too generous and took away the American virtues of individualism and self-reliance. Their arguments did have some impact upon Roosevelt’s Second New Deal thinking. • Father Coughlin, Dr. Francis Townsend, and Senator Huey Long drew support from desperate Americans demanding more dramatic changes. This caused Roosevelt to adapt his Second New Deal to reflect some of their demands, such as legislation on Social Security, Rural Electrification, Farm Security Administration, and The Fair Labor Standards Act. Accept any other valid responses.	

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The Development of the US in the 1960s and 1970s

Question	Answer	Marks
3(a)	**Explain why there was a growth in feminism during the 1960s and 1970s.** Indicative content • There was a growth in feminism due to the influence of feminist campaigners such as Betty Friedan. She published *The Feminine Mystique* in 1963 which sold 3 million copies, and helped to spark the growth in the feminist movement of the 1960s. • In her book, Friedan dismissed the common belief that women were only suited to low-paid jobs, and called for progress in female employment opportunities. Such views grew in popularity, attracting women to join the feminist movement, and fuelled the arguments for change. • The spirit of protest that fuelled the civil rights, anti-war and minority liberation movements also served as a catalyst for the growth of the feminist cause. • In 1966, Friedan and others set up the National Organization for Women (NOW) which demanded equal rights for women and challenged discrimination in the courts. By the end of the 1960s, it had 40 000 members. It continued publicly demonstrating for equal pay and an end to discriminatory employment practices in the 1970s. • Some campaigners, especially younger members, began to adopt a more radical attitude and approach to campaigning. They formed the Women's Liberation Movement. They used more active forms of protest such as the burning of bras in public, and in 1965 they picketed the Miss America beauty contest. • The 1964 Civil Rights Act added momentum to the arguments presented by the feminists. The Act outlawed sexual discrimination in employment. This gave feminists the power to argue against employers paying women lower salaries than men. • The 1971 founding of the *Ms.* magazine by activist Gloria Steinem helped further popularize the ideas of feminism. • Legislation and Supreme Court cases also helped popularize feminism. *Reed v. Reed* (1971) declared sex discrimination a violation of the 14th Amendment; *Roe v. Wade* (1973) legalized abortion; and *Taylor v. Louisiana* (1975) ruled it was unconstitutional to deny women jury service. • Popular female musicians of the period furthered the rise of feminism with their calls for equality, and respect for women in their work. Some examples include Aretha Franklin's "Respect," Lesley Gore's "You Don't Own Me," and Loretta Lynn's "The Pill." Accept any other valid responses.	**10**

Question	Answer	Marks
3(b)	**How far was the policy of détente successful between 1972 and the end of 1979?** Indicative content **Support** • The policy of détente led to an improvement in diplomatic relations. • In February 1972 Nixon visited China and met with Chairman Mao Zedong. It ended a quarter of a century of separation between the US and China. The Shanghai Communiqué promised new relations in trade, travel, and cultural exchanges. In 1979 the two countries established full diplomatic relations. • In May 1972 Nixon visited Moscow, becoming the first US President to do so. He met with Soviet Premier Leonid Brezhnev. They agreed a joint space mission and signed a Strategic Arms Limitation Treaty (SALT) which limited the number of intercontinental ballistic missiles (ICBMs) and anti-ballistic missiles (ABMs). Both countries agreed not to test ICBMs. • In the Helsinki Agreements of 1975 the US, the Union of Soviet Socialist Republics (USSR), and 33 other nations made declarations about international issues. The US recognized the frontiers of Eastern Europe and the USSR accepted the existence of West Germany. Countries agreed to respect basic human rights. They agreed to work towards closer economic, scientific, and cultural links. **Challenge** • However, events towards the end of the 1970s caused a breakdown of the advances made earlier, and ultimately led to the end of the first period of détente. • In June 1979 the US and USSR were in the final stages of agreeing SALT II which would set further limits on the number of weapons each superpower held. The treaty was never signed due to the actions of the USSR. • In December 1979 the USSR invaded Afghanistan which caused the US Senate to refuse to sign SALT II. • The invasion caused a revision of US foreign policy and a return to a less secure relationship with the USSR. • Diplomatic links between the US and the USSR were cut, an event which marked an end to this first phase of détente between the two. • Events in Iran in 1979 caused a rising of tension between the US and countries in the Middle East. In January 1979 the Shah of Iran, who had received US backing, was forced to abdicate. Control of the country now passed to the religious leader Ayatollah Khomeini. He was very critical of the role that the US played in global affairs. He sought to alter the level of influence the US had in the region. • In November 1979 the US embassy in Tehran was stormed by Iranian students and 66 Americans were taken hostage. They were held for 444 days. It resulted in the US adopting a more assertive foreign policy post 1979, marking an end to the period of détente of the 1970s. Accept any other valid responses.	**20**

The Modern US, 1980–2008

Question	Answer	Marks
4(a)	**Explain why President George W. Bush launched the War on Terror.** Indicative content • It was a direct reaction to the events of September 11, 2001, when the US experienced its worst ever terror attack on its home soil. The attacks claimed the lives of almost 3000 victims, and the lives of first responders. The attacks were carried out by Al Qaeda led by Osama bin Laden. The events stunned the country and resulted in a new direction in US foreign policy. • President George W. Bush vowed that the US would "hunt down and punish those responsible for these cowardly acts," commencing a new policy which was styled the "War on Terror." • Once the Bush administration found out that the Taliban in Afghanistan protected bin Laden and his followers, they launched a military assault on the country in October 2001. They drove the Taliban from power but failed to capture bin Laden. • Bush's State of the Union Address in January 2002 identified Iraq as part of an "axis of evil" along with Iran and North Korea. He claimed that Saddam Hussein of Iraq was amassing weapons of mass destruction. He persuaded Congress to vote to authorize the use of military force in Iraq. • In March 2003 US forces invaded Iraq and forced Saddam Hussein to flee the capital of Bagdad. Saddam was captured nine months later and was executed in 2006. Accept any other valid responses.	**10**

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Question	Answer	Marks
4(b)	**"Reaganomics was successful in solving the problems that faced the US economy during the 1980s." To what extent do you agree with this view?** Indicative content **Support** • Despite its long-term failures, the policy of Reaganomics did in the short term help to bring about a recovery from the severe economic situation that faced the US when President Reagan entered office in 1981. • In the 1980 presidential campaign, Reagan promised voters that he would restore the ailing economy, and "begin an era of national revival." • Reagan inherited severe economic problems which included high inflation (15%), rising unemployment (7.5%) and a high budget deficit of $200 billion, claiming that the country was in the "worst economic mess since the Great Depression." • Reagan's economic policies were radical. He rejected the New Deal approach of pumping public money into the economy to create jobs. Instead, he cut government funding of the social and welfare program. He hoped that by cutting federal spending it would lower inflation. He cut personal and corporation tax rates in the belief it would stimulate economic growth. • It is possible to argue that this policy was successful in the short term. Between 1982 and 1988 the US experienced a sustained period of economic growth. The economy added 17 million jobs, reducing unemployment to 7%; with inflation dropping to 4% by 1984, its lowest rate for 15 years. • Reaganomics helped to revive public confidence. Through his television speeches Reagan encouraged public support for his program, earning him the nickname "the Great Communicator." **Challenge** • When viewed in the longer term, the policy of Reaganomics created problems and cannot therefore be considered to be that successful. • Reagan's tax cuts of 25% over three years meant that the very rich kept more of their money and became richer. Middle-class incomes remained static. The poor gained the least because of the cutbacks in federal aid programs. Less money was going into the federal budget which meant the government had to continue to borrow to balance the books. • The cuts to federal aid programs affected poor children. Cuts to school meals, education, support for single parents, and aid for cheap mortgages had a negative impact upon the poorest members of society. • Due to tax cuts the federal government took in less money and had to borrow heavily to pay its bills. Far from reducing the budget deficit the cuts caused it to grow. Under Reagan the national debt tripled from $900 billion to $2.6 trillion.	**20**

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Question	Answer	Marks
4(b)	• Federal spending continued to rise particularly in relation to defense spending. Due to an increase in tension in the Cold War, Reagan launched the “Star Wars” plan in 1983 which involved a five-year $1.2 trillion defense program to “make America Number One again.” This massively increased the national debt. • 1987 saw the worst stock market crash since 1929. The US began to edge into recession. The policy of limited federal intervention did not help secure economic recovery following the crash. • When George H. W. Bush entered office in 1989 he was forced to increase direct taxes and impose new taxes on the wealthy. Clinton went further and abandoned the policy of Reaganomics. Accept any other valid responses.	

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