

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2013 series

0409 AMERICAN HISTORY (US)

0409/02

Paper 2 (Defining Moments), maximum raw mark 45

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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Section A: The American Civil War, 1861–1865

Part A: Officers and Men

1 Study Source A

What can you learn about the treatment of wounded soldiers from this photograph? Explain your answer using details from the source and your knowledge. [6]

Level 1: General comment: loose reference to source and/or question. [1–2]

- Treatment was provided.

Level 2: Description only: identifies points about treatment. [3–5]

- Injuries were treated (crutches, stretcher).
- Nursing available (nurse seated in doorway).
- Wounded soldiers given fresh air (they are relaxing outside).
- Facilities were limited (few chairs, most soldiers on the ground).

Level 3: Level 2 with knowledge. [5–6]

- Long term treatment provided (dates in attribution).
- Numbers of casualties high so difficult to deal with them adequately.
- Limitations of surgery/medicine then which was the norm.

2 Study Source B

How reliable is this source on the competence of Union officers? Explain your answer using details from the source and your knowledge. [7]

Level 1: General comment: loose reference to source. [1]

Level 2: Description only. [2–3]

- Some officers were poor ('incapacity', lacked 'self-respect').
- Some officers were good ('I am very fortunate in my general').

Level 3: Level 2 **and** either knowledge **or** evaluation. [4–5]

Evaluation:

- Reliable because it is balanced, a private letter to a brother.
- Unreliable as views on McClellan might be partial or inaccurate assessment of other soldiers' views.
- Internal contradiction makes source unreliable ('everything's rotten to the core' yet his general was ok).
- Judgements apply to period before November 1862 which might be reliable but afterwards less appropriate, e.g. Grant, Sherman.

Knowledge:

- Details about McClellan's dismissal.
- Examples of incompetent generals might be provided with reference to early Union military failures/lack of decisive success.
- Examples of competent generals, e.g. Sherman and Grant.

Level 4: Level 2 **and** with knowledge **and** evaluation. [6–7]

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3 Study Source C

How useful is this source as evidence for the conduct of the Union and Confederate armies in the Civil War? Explain your answer using details from the source and your own knowledge. [7]

Level 1: General comment: loose reference to source and/or question. [1]

Level 2: Description only: identifies information. [2–3]

- Confederate armies 'make war only upon armed men', not civilians ('we cannot take vengeance').
- Union troops committed 'atrocities'.
- Confederate armies trust in God ('Him').

Level 3: Level 2 **and either** with knowledge **or** evaluation. [4–5]

Evaluation:

- Lee's orders were instructions rather than actual behaviour: theory rather than practice.
- This was an exhortation to behave better than the other side, implying that all soldiers were likely to behave badly in the heat of battle.
- Religious overtones of the speech suggest the sincerity of Lee's beliefs.
- The statement is rather black and white (Confederate troops were good: Unionist troops were bad).

Knowledge:

- Unionists were accused of atrocities, e.g. Sherman (although a year after Lee's orders).
- Confederates were also accused of behaving badly, e.g. killing black soldiers when they were taken prisoner.
- Behaviour of troops depended, to a degree, on their leaders: Lee was an honourable and respected general so his armies were more disciplined than some.

Level 4: Level 2 **and** addresses 'how useful' with knowledge **and** evaluation. [6–7]

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4 Study Sources D and E

To what extent do these sources agree about the qualities of Confederate soldiers? Explain your answer using details from the sources and your knowledge.

Level 1: General comment: offers reasons with only loose links to the sources. [1–2]

Level 2: Comparison based on **either** content **or** evaluation **or** knowledge only. [3–4]

Content:

Points of agreement:

- They were good with guns (D: 'unsurpassed ... on the skirmish line', E: 'know enough to handle weapons with terrible effect').
- They were independent (D: 'self-reliant', 'following his own initiative and relying on himself', E: reluctant to take orders').
- They lacked cohesion in battle (D: 'a Confederate line ... was ... crooked as a ram's horn', E: 'in training they were inferior').

Point of difference:

- Their courage? (D: 'Of shoulder-to-shoulder courage ... he knew nothing and cared less', E: 'Their great characteristic is their stoical manliness ... heard of a gun').

Evaluation:

- From the position of author:
 - D – a Confederate officer frustrated by the difficulty of controlling his troops.
 - E – a Unionist officer whose admiration for the Confederates was based on experience of combat.
- Objectivity of officers' assessment:
 - D – a balanced account? Self-critical so suggests a reliable viewpoint yet a hint of empathy with the type of soldier he commanded ('recognises their qualities as scouts and skirmishers').
 - E – also recognises strength and weaknesses of Confederates, e.g. courage and 'quick-witted' yet 'inferior'.

Knowledge on D:

- Desertions (men going home if only to return later, yet desertion was a problem for the North too).
- Southern soldiers were less well fed, clothed and equipped than Union soldiers.

Knowledge on E:

- Confederate valour at Antietam and Gettysburg.
- Sense of loyalty to the South and their cause was very strong amongst Confederate soldiers.
- High Unionist losses in battle, especially in 1864.

Level 3: Offers reason(s) based on content **and** evaluation **or** knowledge. [5–7]

Level 4: Offers reason(s) based on content **and** knowledge **and** evaluation. [8–10]

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Part B: Lincoln as Commander-in-Chief

5 Study Sources F and G

'Lincoln's relations with his generals were difficult'. How far do you agree with this view? Use the two sources and your knowledge to explain your answer. [15]

Level 1: General assertion rather than explanation. [1–2]

Level 2: **One-sided** answer: **either** agrees **or** disagrees. [3–8]

Agreement: sources indicate that Lincoln's relations were difficult.

F – McClellan claims right to interfere in politics (on slavery) and is forceful in telling Lincoln what to do ('government must determine ... policy').

G – Lincoln had not met Grant: he is clearly sceptical about Grant's plans ('I never had any faith').

Knowledge:

F – Lincoln dismissed McClellan.

G – Grant in western theatre of war and so links with Lincoln understandably difficult.

Disagreement: sources suggest relations were cordial.

F – McClellan does defer to Lincoln (acknowledges 'his responsibility' and 'the right of government').

G – Lincoln praises Grant and acknowledges Grant's judgement was better than his own (last sentence).

Knowledge:

F – Context of a degree of muddle in early stages of war.

McClellan was too timid in the Peninsula Campaign which led to his dismissal.

G – Lincoln prepared to trust generals who were successful (e.g. Sherman).

Details about the Vicksburg campaign.

Evaluation (including cross reference to Sources A–E):

F – His dismissal left McClellan bitter and he felt he had not been supported by Lincoln in the Peninsula Campaign hence implied criticism of Lincoln.

Writing months after his dismissal this is an indication of the strength of McClellan's feelings about what he saw as a lack of direction from government

G – Lincoln was relieved to receive good news after the terrible blood-letting at Gettysburg (1–3 July) and a lack of a clear breakthrough in the East.

Grant was a formidable character with support from other officers.

Level 3: **Two-sided** answer: agreement **and** disagreement but **imbalanced**. [9–11]

Level 4: **Two-sided** answer: agreement **and** disagreement and **balanced**. [12–15]

NB At Levels 2–4

- If knowledge only: mark at the lower end of the Level.
- If only evaluation: mark in the middle of the Level.
- If knowledge and evaluation: mark at the top end of the Level.
- If a judgement is provided at Levels 3 or 4 an additional mark may be awarded.

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Section B: America in Vietnam

Part A: The War in Vietnam and Popular Opinion in the U.S.A.

6 Study Source A

What is the message of this cartoon? Explain your answer using details from the source and your knowledge. [6]

Level 1: General comment: loose reference to source and/or question. [1–2]

- U.S. Presidents were figures of fun.

Level 2: Identifies message. [3–5]

- All 5 Presidents were optimistic that the U.S. would win the war (interprets the words that way)
Or:
- All 5 Presidents deluded themselves that the war was going well (interprets words that way)
Or:
- All 5 Presidents deceived the U.S. public about the war (interprets the words that way)
Or:
- The war was taking a long time to win.

Alternative Level 2: Description only; identifies points. [3–5]

- Five presidents were involved in Vietnam (names given).
- Each president picked up where the previous one left off (linked by words in the phrase).
- Presidents were objects of fun (facial features).

Level 3: Level 2 with knowledge. [5–6]

- The Presidents always put a positive spin on events in Vietnam
- Challenges veracity of cartoon given the different situation in the war for each President e.g. when Eisenhower in power the U.S. were hardly involved, or, that Kennedy escalated US involvement at a time when prospects of victory appeared better, or, that Johnson acknowledged the war was going badly and he would not stand for re-election, or, that Nixon looked for a way out, or, that Ford was the incumbent at the time of final collapse of the South Vietnamese regime.
- Public opinion was increasingly hostile and by 1975 (date of cartoon), following the triumph of the Communists, views of the presidents were critical.

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7 Study Source B

How far does this advertisement reflect public attitudes to the war in Vietnam? Explain your answer using details from the source and your knowledge?

Level 1: General comment: loose reference to source.

[1]

- It shows some people opposed the war.

Level 2: Description only.

[2–3]

- Academics (the faculty) were 'worried about the war'.
- Many were fearful: the 'consequences are very grave'.
- People were prepared to discuss the issues and rally in protest.
- Some wanted to find 'ways to stop it'.

Level 3: Level 2 **and either** with knowledge **or** evaluation.

[4–5]

Evaluation

- The attribution indicates that the advertisement was reflective of attitudes as similar meetings were held throughout the country.
- Opposition grew as time passed so it might be argued this advertisement reflected the views of a smaller number in 1965 than was to be the case in succeeding years.
- The 'appeal' was to students who were a minority of the population but the positive response of the students was reflective of American youth who were most directly affected by the war.
- The advertisement was an indication of the attitude of some academics (216 backed it) and the actions were typical of intellectuals.
- By advertising in the local paper this was an invitation to the public as a whole and as the response was 'so positive' it might be assumed to reflect the attitudes of more than just the students.

Knowledge

- Large numbers of students did protest: in the March Against Death in 1969 300,000 took 40 hours to move past the White House; at Kent State University, in May 1970, 3,000 students protested (4 were shot).
- The Students for a Democratic Society (SDS) was organised.
- Men and women eligible for the draft burned their cards or 'dodged' it.
- Opposition to the war took many forms (non-payment of taxes, soldiers spurned their medals, propaganda, e.g. anti-war posters, media coverage was often critical, etc.)
- Politicians were acutely aware of the depth of public hostility, e.g. Johnson decided against standing for re-election. Politicians like Robert Kennedy and Eugene McCarthy came out against the war.
- Yet, society was divided. Liberals were particularly opposed but some (conservatives) did support the war for moral, political and military reasons about which they were more sanguine than those behind the advertisement.

Level 4: Level 2 **and** addresses 'How far ... ?' with knowledge **and** evaluation.

[6–7]

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8 Study Source C

Why did this photograph make such a huge impact on public opinion in America when it was published in 1972? Explain your answer using details from the source and your own knowledge. [7]

Level 1: General comment: loose reference to source and/or question. [1]

- It was shocking.

Level 2: Description only: identifies information. [2–3]

- The terror, obvious in the faces of the children, was emotive.
- The apparent nonchalance of the troops might have concerned some.
- That the children were without parents might be considered.
- The fact that bombing was so indiscriminate and innocent children were victims might have disturbed some.

Level 3: Level 2 **and either** with knowledge **or** evaluation. [4–5]

Evaluation:

- The U.S. public were distant from the realities of war and so more easily shocked by the horror of the scene.
- The rawness of the image might be considered. The pain of the children is apparent and more shocking than images of corpses (e.g. My Lai), however horrible the circumstances of their deaths had been.
- Some may comment on the motives of the photographer not least because of the different angles there are on this event.

Knowledge:

- Details about the effect of napalm.
- Details about the scale, effect and horror of U.S. bombing raids.
- Awareness of the fate of the girl at the centre of the picture might be discussed.

Level 4: Level 2 **and** addresses 'why' with knowledge **and** evaluation. [6–7]

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9 Study Sources D and E

How far do these sources agree about public opinion in America on the war in Vietnam? Explain your answer using details from the sources and your knowledge. [10]

Level 1: General comment: offers reasons with only loose links to the sources. [1–2]

Level 2: Comparison based on **either** content **or** knowledge **or** evaluation only. [3–4]

Content only:

Points of agreement:

- Public opinion was very important (D: 'the most important war was ... public opinion', E: 'Popular opinion was vital').
- People were shocked by news from the war (D: 'Americans were horrified by television reports', E: 'people were confused by news from the war').
- Public opinion was split (D: 'it divided over the war', E: 'A nation's deepest strength ... the unity of its people. We failed to maintain it').

Points of difference:

- Both agree that the Americans changed course after the Tet Offensive but give different reasons for this.
- D: TV coverage of the war explains the 'de-escalation of bombing, and it brought you to the negotiating table', as public opinion was 'the most important' factor in deciding the course of the war.
- E: emphasises the failure 'to explain fully what was happening and 'the need to change course' because of 'a difficult military challenge'.

Evaluation only:

Authorship:

D – as Supreme Commander of the Viet Minh, Giap might be expected to claim his armed forces determined the direction of the war but he does so only indirectly so perhaps his assessment should be considered reliable.

E – as a leading figure in the administrations of the time, McNamara was well placed to make a judgement about public reaction to the war.

Reliability:

D – it might be argued that Giap is flattering the interviewer given it was reporting by CBS News that had such an impact in America.

E – he admits to mistakes in the presentation of policy which perhaps enhances the reliability and utility of the source.

Benefit of hindsight: D and E = both were written years after the war so they offer retrospective views no doubt with an eye on posterity.

Knowledge on D:

- Details about the reports of journalists from the front (cross reference to B possible).
- Walter Cronkite, including Johnson's admission that the U.S. had lost the war since they'd lost Cronkite.

Knowledge on E:

- Examples of disunity in America e.g. Kent State University shootings, protest marches, soldiers burning medals, etc.
- Reference to not explaining policy might be confirmed by mention of how Congress was either not informed or by-passed.

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Level 3: Offers reason(s) based on content **and** knowledge **or** evaluation.

Level 4: Offers reason(s) based on content **and** knowledge **and** evaluation.

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Part B: Towards Peace, 1969–1973

10 Study Sources F and G

How far could the U.S. fairly claim to have withdrawn with honor from Vietnam? Use the sources and your knowledge to explain your answer. [15]

Level 1: General assertion rather than explanation. [1–2]

Level 2: **One-sided** answer: **either** agrees **or** disagrees. [3–8]

Agreement: U.S. claimed to withdraw with honor

F – It was right that ‘the people’ (of Vietnam) take responsibility for their freedom (hence Vietnamisation), U.S. troops going home presented as honourable, no admission of defeat.

G – US withdrawing ‘in accordance’ with the Paris Agreement’, it ‘regards it as a victory’, U.S. still powerful in terms of ‘air and naval support’.

Knowledge:

F – Details about Vietnamization.

Scale of U.S. involvement and the rate of withdrawal of troops.

G – Details about the Paris Agreement.

Reference to U.S. air and naval power (bombing raids, blockade).

Disagreement: U.S. did not withdraw with honor.

F – Little evidence in the source: some might argue the ‘long-overdue change in American policy’ hints at this?

G – U.S. forced out ‘after suffering many defeats with no way out’, weak on the ground (‘no way that they could intervene again by sending in troops’), U.S. so chastened they would not come back ‘even if you offered them candy’.

Knowledge:

F – Recognition that a change in policy needed after Tet (cross reference to Source E), January 1968.

In his presidential campaign of 1968, Nixon talked of ‘peace with honor’.

Nixon Doctrine (July 1969) and this announcement in November 1969.

Details about the references to Americanization under Johnson.

G – Strength of Vietminh and Vietcong in guerrilla warfare.

Setbacks for U.S. troops e.g. Tet and 1972 Offensives.

Evaluation (including cross reference to Sources A–E):

F – Address to American public so importance of putting a positive slant on policy.

Nixon attempting to distance himself from the previous administration (perhaps a forlorn hope given the cartoon in Source A).

G – North Vietnamese keen to claim credit for victory (they had intervened behind the Vietcong and supported the war effort throughout).

Given public attitudes in America the jibe that even candy would not entice the US back suggests the source is reliable on some points at least.

Level 3: **Two-sided** answer: agreement **and** disagreement but **imbalanced**. [9–11]

Level 4: **Two-sided** answer: agreement **and** disagreement and **balanced**. [12–15]

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NB At Levels 2–4

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- If only evaluation: mark in the middle of the Level.
- If knowledge and evaluation: mark at the top end of the Level.
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