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AMERICAN HISTORY (US)

0409/02

Paper 2 Depth Study

May/June 2021

MARK SCHEME

Maximum Mark: 45

Published

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

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This document consists of **37** printed pages.

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

Depth Study A: Manifest Destiny and Early Expansion 1830–1880

| Question | Answer | Marks |
|----------|--|-------|
| 1 | <p>Study Source A.</p> <p>What can you learn from this source about the Westward trails? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The map shows the main routes from east to west during the 1840s. This was the decade when increasing numbers of pioneers were making the dangerous journey west. Most routes started at the town of Independence on the eastern edge of the Great Plains, on the banks of the Missouri river. They followed trails, the two main ones being the Oregon Trail (northern route) and the Californian Trail (southern route). They were approximately 2000 miles long. There were forts along the trails such as Fort Laramie and Fort Bridger where the travellers could restock on supplies. The route covered difficult terrain – crossing the Great Plains and passing through the Rocky Mountains and crossing rivers. There were dangerous sections of the journey such as the South Pass and the Donner Pass. The weather could have a serious impact and it was important to make the journey at the right time of the year, leaving Independence in early spring.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> • Increasing numbers of pioneers began to migrate west during the 1840s and 1850s. • There were two main routes known as the Oregon and California Trails. • Many of the trails started from the town of Independence. • The journey was difficult as they had to cross the Plains and pass through the Rocky Mountains. They also had to pass through dangerous areas such as the South Pass and the Donner Pass. • The weather was a key factor – needed to leave Independence in the early spring, otherwise could hit winter weather in the Rockies. | 6 |

| Question | Answer | Marks |
|----------|--|-------|
| 1 | <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> • There were two main routes West – the Oregon and California Trails. • There were forts along the route – Fort Laramie and Fort Bridger for the travellers to stop at. <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> • There were several routes the travellers could take. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 2 | <p>Study Source B.</p> <p>How useful is this source to a historian studying the problems faced by people travelling West? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The account provides specific first-hand information and, for that reason, would be very useful to the historian to know what advice travellers could access about the problems they might face on their journey west. The account is taken from ‘The Emigrants’ Guide to Oregon and California’, a book published in 1845 at a time when the first wagon trains were beginning to make the long journey west. It was written by a man who had successfully led a party along the Oregon Trail three years earlier in 1842. It tells us that planning and preparation were very important aspects to the journey. The source spells out the importance of leaving Independence no later than late April otherwise the party runs the serious risk of experiencing bad weather. Leaving at this time will enable the animals to feed on fresh pasture and increase the chances of getting through the Rocky Mountains before the onset of bad weather in the autumn. The source provides historians with an understanding of how important it was to plan the journey West. However, the author was trying to encourage others to make the journey and, therefore, played down the problems that those on the trail could not control, for example, break-downs and hostile Native Americans.</p> | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 2 | <p>He had only travelled on the trail once so his experience was limited to what had happened on that particular journey and the weather that summer.</p> <p>Other relevant responses should also be credited.</p> <p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> • The account is from ‘The Emigrants’ Guide to Oregon and California’, a book published in 1845 by a man who had led a party along the Oregon Trail in 1842. • It is therefore very useful because it provides first-hand knowledge of the perils of the journey. • The source spells out the importance of planning – wagon trains must set off in the early spring otherwise they run the risk of experiencing bad weather. • Setting out in April will ensure the animals can feed while they cross the Plains, and there is a good chance of getting across the Rocky Mountains before the bad weather sets in in the autumn. <p>Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The account says that travellers need to plan when to leave Independence. • Leaving late April is the best time to get across the Plains and Rocky Mountains before bad weather sets in. • The source was written by somebody who had made the journey west. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It gives information on what to do in travelling to the West. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 3 | <p>Study Source C.</p> <p>How reliable is this source as evidence of the relationship between Native American tribes and the travellers journeying West? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The source was written by a female who actively witnessed first-hand a violent attack by Sioux warriors upon the wagon train she was travelling on in 1864. The source suggests that the relationship between the Native Americans and travellers journeying West through their lands was a hostile one. In this instance it resulted in an unprovoked violent attack upon the emigrant party, which involved looting and damage to property. Her testimony is plausible as the actions she describes are unsurprising in the context of a raid on a wagon train. Also, there is no mention of any deaths which suggests she is not exaggerating the violence of the attackers even though she experienced violent handling during the attack, after which she was taken away by the Sioux warriors and held captive for five years. However, it is possible that her recollection of the attack was distorted given the trauma of it.</p> <p>The reliability of her account might also be questioned because of her release in 1869 which suggests her relationship with the Sioux was amicable, if only at the end of her captivity, and, for this reason, her account was less critical of the Sioux than it might have been.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> • The source provides first-hand information of an attack upon a wagon train by a group of Sioux warriors in 1864. • The source suggests that the relationship between the emigrants journeying to the West and the Native Americans was a hostile one – it describes an unprovoked attack. • The account is narrow in focus and deals with a negative side to the relationship. The effect of the author’s captivity for five years might make her account less reliable. | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 3 | <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> The source tells us that the relationship was not good – the emigrant party was attacked by Native American warriors. The source was written by an emigrant who experienced the attack. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> The relationship was not good. The travellers were attacked. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 4 | <p>Study Sources D and E.</p> <p>Why do these sources differ in their views about the dangers of travelling West? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p>This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Responses may include the following:</p> <p>Example response: Source D is a diary entry from a middle class, newly married, woman and it talks about natural dangers that could be experienced on the journey westward. Her account focuses on the heat and particularly the presence of poisonous snakes which, in the absence of many remedies, results in an amputation. Since the author is a middle-class lady possibly her account focuses on these elemental dangers because she may not have travelled widely or had such experiences before. Judging from her comment about 'Hell' this would seem reasonable as it suggests a degree of shock. By contrast, Source E expresses an entirely different form of danger – notably the threat from Native Americans. Since the trails West were very long, settlers were very likely to meet these people and this account describes the kind of threat they posed. The author of Source E is the captain of a wagon train and therefore had responsibility for the protection and wellbeing of the train. As such he is likely to have been very aware of Native Americans and the possible threat they posed – either physically, or, in the case here, through the demand for vital food items that might jeopardise the survival of the settlers. Indeed, this account came four years after the fateful Donner party episode which had received much public attention and it is likely</p> | 10 |

| Question | Answer | Marks |
|----------|--|-------|
| 4 | <p>Savage knew of this. Since both accounts are personal, they ultimately reflect the dangers that each considered a priority and therefore differ accordingly.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> • Source D comments on how the natural landscape could be dangerous. It comes from a young, middle class woman who might not have had much experience of travelling over long distances. • Source E provides a slightly different viewpoint. It comes from the head of a wagon train and describes an encounter with Native Americans. As the head, Savage had responsibility for the welfare of the wagon train. • Both sources share similarities – they are both diary entries and reflect personal accounts of dangers experienced when travelling West in the mid-nineteenth century. • The sources differ in that each author had different responsibilities; one is a male perspective, the other female; they are travelling at different times. <p>Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> • Source D talks about natural dangers such as poisonous snakes. • Source E talks about a confrontation with Native Americans; implies some danger depending on which tribe of Native Americans were met. • Both provide primary evidence relating to personal dangers encountered when travelling West. <p>Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> • Source D mostly describes natural dangers. • Source E describes a confrontation with Native Americans. • Both were written by people who travelled West. <p>Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • The sources describe individual accounts of danger. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 5 | <p>Study <u>all</u> the sources.</p> <p>‘Crossing the mountain ranges was the most dangerous part of the journey West for travellers.’ To what extent do you agree? Explain your answer using details from all the Sources <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the argument Yes = Sources A, B, F, G. No = Sources B, C, D, E, G. • Supporting knowledge to expand upon source content. • Evaluation of authorship – position, interests, purpose, etc. • Formulates a reasoned conclusion – crossing the mountain ranges was an extremely difficult part of the journey West, especially the Rocky Mountains. Travellers had to set off in the spring to ensure they got through the mountains before the bad weather started in the autumn as leaving later could result in the group becoming trapped in the snow in the mountains during the winter, which is what happened to the Donner Party in 1847. Travelling through the mountains travellers encountered very difficult terrain such as narrow passes, rock falls, bad weather. However, travellers West also faced other dangers. Relations with the Native American tribes did not always prove to be peaceful and did result in skirmishes and death to travellers. The weather was a constant concern; along the Plains travellers could face sand/dust storms, heavy rain, stampeding buffalo and flooded rivers. In the mountains snow and storms were problems. Health was another concern, especially the fear of catching a killer disease such as cholera. Candidates might bring in their own knowledge and comment that problems not mentioned in the sources include getting lost, and taking a wrong direction which costs time; experiencing a mechanical breakdown which might mean abandoning your wagon; throwing away equipment because the wagon had become too heavy, or the death of the oxen pulling the wagon. <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> • More developed discussion of L4 content, knowledge and evaluation. • Formulates a conclusion – the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed. | 15 |

| Question | Answer | Marks |
|----------|---|-------|
| 5 | <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> • The sources offer a mixed set of viewpoints. • Many of the sources confirm that crossing the mountain ranges was the most dangerous part of the journey West; the Rocky and Sierra Mountains ran for a large part of the journey (A); it was important to start at the correct time of year to avoid becoming trapped in the mountains during the winter (B), (F); the weather could close in quickly in the mountains (G). • Some sources spell out other dangers such as unfriendly encounters with Native Americans (C), (E); having sufficient food to feed the cattle journeying across the Plains (B); the constant fear of disease (G); the extremes of the weather – sandstorms and flooding on the Plains & stampeding buffalo (G); natural hazards (B), (D), (G). • Can refer to other reasons outside the sources such as breakdown to wagons and having to abandon wagons; death of oxen; getting lost. • Some of the sources offer one-sided viewpoints such as (C) describing a violent encounter with the Sioux warriors. <p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> • Some sources confirm that crossing the mountains was the most dangerous part of the journey; (A) shows all routes cross the mountains; could get trapped for the winter in the mountains (B), (F). • Some sources highlight other dangers such as attacks from Native Americans (C), disease (G), sandstorms and floods (G). • Many of the sources offer one-sided viewpoints (C), (D) and (E). <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> • Many of the sources say that crossing the mountains was the most dangerous part of the journey. • Several sources mention other dangers such as attacks from Native Americans. <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • Crossing the mountains was difficult. • Other dangers existed. <p>Level 0 (0 marks) No valid response.</p> | |

Depth Study B: The Women's Suffrage Movement 1866–1920

| Question | Answer | Marks |
|----------|--|-------|
| 6 | <p>Study Source A.</p> <p>What can you learn from this source about attitudes towards female suffrage in the 1860s? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The source shows the attitudes of those who opposed female suffrage and the behaviour they think women will adopt if given the vote. The print illustrates the reasons for the negative attitude of opponents of female suffrage. It suggests women want the vote in order to control men. This is illustrated by the board which refers to the 'Celebrated Man Tamer', Susan Sharp Tongue (a sarcastic reference to Susan B. Anthony). The print also predicts that female suffrage will encourage a change in gender roles in the household with the stern-looking woman berating the man with the baby who is clearly expected to help with what was regarded, traditionally, as the responsibility of women. Indeed, the woman smoking, on the left, reinforces the notion that female suffrage will reduce the distinction between men and women. As a group the women appear to be haughty and superior. The caption of the print, 'The Triumphs of Woman's Rights', seems to indicate that opponents of female suffrage thought the vote for women would lead to the emasculation of men. Opponents also feared the vote for women would encourage other behaviour regarded in a negative light – risqué clothing, frivolous fashion, women running election campaign, etc. These attitudes are unsurprising given that most of those who opposed female suffrage were men. However, many women opposed female suffrage and they shared the attitudes shown here.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> • The print is dated 1869 and bears the title 'The Triumphs of Woman's Rights.' • It shows that if women have the vote then things will change – it shows a man left holding the baby while being given forceful instructions by a female. • It is suggesting that women will be too busy to perform their motherly duties. • The sign 'celebrated man tamer' suggests women will become dominant over men. | 6 |

| Question | Answer | Marks |
|----------|---|-------|
| 6 | <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> • The source suggests that women will be in charge. • Men will have to do what they are told – they will be tamed. <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> • It shows women busy doing things while a man holds a baby. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
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| 7 | <p>Study Source B.</p> <p>How useful is this source to a historian studying the progress of the campaign for female suffrage after 1866? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The source is useful because it is a quote from the actual legislation passed in Wyoming territory which granted all women the vote in December 1869. It records the actual wording of the Act, saying that women could now vote the same as men and could also hold public office. Wyoming was the first US territory to grant women the right to vote and this makes the source useful to the historian. However, it is of only limited use in looking at the progress of the campaign elsewhere as it only refers to one year, 1869, and the events in one territory, Wyoming. The source provides no detail on the slow progress after this date and it was not until 1893 that the next state, Colorado, granted women the vote.</p> <p><i>Other relevant responses should also be credited.</i></p> | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 7 | <p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> • Very useful because it shows the movement had made some progress – Wyoming became the first state to grant women the vote in 1869. • It is useful because it records the terms of the actual law which granted the vote to all women residing in Wyoming territory. • It tells us that this event took place in December 1869. • However, the source is limited to just one year, 1869. It does not tell us what happened in other territories/states and that progress was very slow. <p>Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The source is a quote from the Act which granted women the vote in Wyoming territory. • It says that women now have the same voting rights as men. • It only relates to one territory. <p>Level 1 (1 mark) Answer that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It tells us women could now vote. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 8 | <p>Study Source C.</p> <p>How reliable is this source as evidence of the priorities of the women’s suffrage movement in 1869? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The source forms part of an editorial from ‘The Revolution’, a radical newspaper edited by Elizabeth Cady Stanton and Susan B. Anthony, which appeared in April 1869. The following month in May they formed a break-away movement – the National Woman Suffrage Association (NWSA). The NWSA campaigned against the Fifteenth Amendment and rejected the idea that women should concentrate upon their economic improvement rather than looking to obtain the vote. The source is reliable as it provides the actual views of the leaders of the newly formed NWSA who are dismissive of the male viewpoint that they should concentrate upon ‘work and wages’ rather than ‘women’s suffrage.’ The source cannot provide reliable evidence of the priorities of the whole movement, only of the NWSA.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> • The source is part of an editorial which appeared in ‘The Revolution’ newspaper in April 1869. • It was produced by the newly formed NWSA. • It campaigned against the Fifteenth Amendment and it rejected the belief that women should try to improve their working rights rather than political rights. • The source is reliable in giving the views of the leaders of the NWSA. <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The source says the suffrage movement should concentrate on getting the vote for women. • The source is critical of the argument put forward by some men that they should concentrate on female work and wages. • The source is from ‘The Revolution’ newspaper. | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 8 | <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • The source says men are wrong and have stupid views. • It is from a newspaper. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 9 | <p>Study Sources D and E.</p> <p>Why do these sources differ in their attitudes over the way forward in the campaign to extend the vote? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The two sources present very contrasting views about how the suffrage campaign should move forward. Source D forms part of a speech delivered by Frederick Douglass in May 1869 to the American Equal Rights Association. He was a campaigner who was very passionate in his belief that male black Americans needed the vote to avoid the harsh persecution they had experienced, such as beatings, lynchings, insults and the denial of the right to education. He fully supports the passing of the Fifteenth Amendment and believes this is a more pressing matter than granting the vote to females. This is in contrast to the views expressed in Source E by Susan B. Anthony who was responding to Douglass's speech in the same meeting in May 1869. Anthony argues that Douglass is wrong and that women need the vote in order to break away from their dependence upon men. She argues that Douglass would not like such dependence and as a man he would not experience it. She was against the passing of the Fifteenth Amendment. The two sources therefore reflect contrasting viewpoints, one standing up for the rights of male black Americans, the other championing the rights of all American women. The beliefs and standpoints of the two authors, therefore, explains the differing attitudes towards extending the vote.</p> <p><i>Other relevant responses should also be credited.</i></p> | 10 |

| Question | Answer | Marks |
|----------|---|-------|
| 9 | <p>Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> • Source D comments upon how the most important political issue is the passing of the Fifteenth Amendment to grant the vote to black Americans. It argues that unless this vote is granted black Americans will continue to be persecuted. These are more pressing matters than granting the vote to females. • Source E provides a contrasting viewpoint arguing that women need to break away from their dependence upon men and the need to grant women the vote is equally as important as granting it to black Americans. • Source D is a speech by Frederick Douglass who championed the cause of male black suffrage; Source E is written by Susan B. Anthony who champions female suffrage. One supported the Fifteenth Amendment, the other opposed it. <p>Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> • Source D believes in the Fifteenth Amendment to extend the vote to male black Americans. • Source E believes that women have just as much right to be granted the vote and should not be dependent on men. • The sources are written by two individuals with different views, one wanted male black Americans to have the vote, the other wanted females to have the vote. <p>Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> • Source D wants black American males to have the vote. • Source E wants American females to have the vote. • Both are comments by leading figures in the campaign. <p>Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • The sources talk about black American men and American females. • They disagree in their views. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 10 | <p>Study all the sources.</p> <p>‘Little was achieved in the campaign to secure female suffrage between 1866 and 1900.’ To what extent do you agree? Explain your answer using details from all the Sources <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the hypothesis Yes = A, C, D, G. No = B, E, F, G. • Supporting knowledge to expand upon source content. • Evaluation of authorship – position, interests, purpose, etc. • Formulates a reasoned conclusion – the fact that female suffrage was not granted before 1900 implies that the movement was not very successful. Support for this view includes the extensive opposition to votes for women (A) and, from men in particular, who argued that women should concentrate on other matters such as women’s work and wages (C). Further, the debate about the Fifteenth Amendment distracted people from the cause of female suffrage (D). Internal divisions (two rival groups, NWSA and AWSA) also weakened the campaign to secure female suffrage (G). However, there is evidence that there was progress. Wyoming became the first territory to grant women the right to vote in 1869 (B) followed by Colorado (1893) and Utah (1896) (G). The campaign continued to make the arguments in favor of female suffrage arguing that economic and social advancement was best achieved by political reform (C) and that they had as much right to the vote as Black men (D). Further, progress was made in presenting their case to politicians in Congress (F). <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> • More developed discussion of L4 content, knowledge and evaluation. • Formulates a conclusion – the information given in the sources is one-sided and does not provide the big picture; therefore the overall judgement will be dependent upon which sources will have been viewed. | 15 |

| Question | Answer | Marks |
|----------|--|-------|
| 10 | <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> • The sources offer a mixed set of viewpoints. • Some of the sources support the hypothesis; there was strong opposition to granting the vote to women believing that it would upset social roles and responsibilities (A); it was felt that granting the vote to male black Americans was more important, thereby supporting the campaign for the Fifteenth Amendment (D); the splitting of the movement into two rival groups (NWSA and AWSA) weakened the cause and for over two decades little was achieved (G). • Some of the sources suggest that progress was made; Wyoming became the first state to grant women the right to vote in 1869 (B), followed by Colorado in 1893 and Idaho and Utah in 1896 (G); despite a split in the organisation women continued their fight, arguing that they had just as much right to vote as black men (E), that political reform was just as important as social and economic advancement (C), and petitioning and presenting their case to politicians (F). • Some of the sources offer one-sided viewpoints; sources (D) is the view of a leading campaigner for male black suffrage, while (E) is from a leading campaigner for female suffrage who opposed the Fifteenth Amendment; source (C) contains the views of the radical newspaper ‘The Revolution’. <p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> • Some sources confirm a lack of progress; many men opposed the extension of the franchise (A); it was felt that male black suffrage was a more important cause (D); the suffrage movement split into two rival groups (G). • Some sources suggest progress was made; Wyoming territory granted women the vote in 1869 (B); Colorado in 1893, Idaho and Utah 1896 (G); women continued their campaign and were quite vocal (C), (E), (F). • Many of the sources offer one-sided viewpoints (D). <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> • Several of the sources say that there was little progress and women in most states did not have the vote by 1900. • Several of the sources say that there was some progress; a few states had granted women the right to vote by 1900. | |

| Question | Answer | Marks |
|----------|--|-------|
| 10 | <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none">• Little progress was made during this period.• Most women still could not vote. <p>Level 0 (0 marks) No valid response.</p> | |

Depth Study C: USA and the World 1880–1917

| Question | Answer | Marks |
|----------|---|-------|
| 11 | <p>Study Source A.</p> <p>What can you learn from this source about events in Cuba in 1898? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The cartoonist is portraying Cuba in a state of crisis. The country is in turmoil as its people rebel against ‘Spanish misrule’. The tension had been building since 1895 and erupted into violent conflict and rebellion against Spanish rule in 1898. Spanish rule was unpopular and harsh. The cartoon shows the nation of Cuba being held in the frying pan of ‘Spanish misrule’ above the flames of anarchy. Some candidates might comment that the figure representing Cuba appears about to jump out of the frying pan into the fire, thereby going into a worse situation. The people are shown to be in rebellion running across the island carrying guns and weapons. Buildings have been set on fire and there is much destruction, depicting a state of anarchy as the Spanish lose their control over the island.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> • The message is that Cuba is in crisis, the country is in turmoil. • Since 1895 there has been violent conflict in Cuba as the people protested against Spanish rule. • It shows revolution going on across the island of Cuba as the people rebel against Spanish rule; there is a large label ‘Anarchy’ suggesting that the Spanish have lost control. • The Spanish are harming the people of Cuba – shown by the Cuban woman held over the fire of anarchy. • The cartoon is trying to get the US involved – suggesting it has a duty to do so. <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> • The cartoon shows that fighting is taking place on Cuba. • The Spanish are ‘misruling’ the island. • There is anarchy, fire and destruction. | 6 |

| Question | Answer | Marks |
|----------|--|-------|
| 11 | <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> • It shows fire and unrest. • There is a frying pan with a label 'Spanish misrule'. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 12 | <p>Study Source B.</p> <p>How useful is this source to a historian studying the reaction of the US government to events in Cuba? Explain your answer using details from the source <u>and</u> your own knowledge</p> <p>Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The source is useful because it represents the opinion of the President immediately after the sinking of the <i>USS Maine</i>, which the Yellow Press were reporting as a deliberate action by the Spanish. It is an address to Congress to ask for support for his plan to support the Cuban people to overthrow Spanish rule. He uses the argument that his main desire is to re-establish law and order on the island, bring back peace and security, and secure freedom for the Cuban people from Spanish rule. He suggests that this might mean the use of military force on the part of the US. This is a speech from the top political leader in the USA and this makes it useful to the historian as it outlines the main line of policy the President wished to adopt. However, it is a one-sided viewpoint and this limits its usefulness. It does not tell us what his full plan is or what the attitude of Congress itself is. Some argued for a cautious approach and for the US not to respond to the sinking of the <i>USS Maine</i> until the full facts were known.</p> <p><i>Other relevant responses should also be credited.</i></p> | 7 |

| Question | Answer | Marks |
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| 12 | <p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> • The source is useful because it is part of a speech delivered by the President to Congress in April 1898 in which he appealed for support to back his plan for the US to intervene to help the Cuban's in shaking off Spanish rule. • It says that the President wished to establish stable government on the island, re-impose law and order to ensure peace and security and, in order to achieve this, the US might have to use military force. • The usefulness of the source is limited as it is very one-sided; it represents the view of the President and those politicians who believed the USA had a duty to intervene; it provides no information on those who opposed such intervention such as the anti-imperialists. <p>Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The source is useful because it is a speech to Congress from the US President. • It spells out the President's reasons for wanting to interfere in Cuba – to re-establish peace and security. • It is not useful because it is a one-sided view. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • The President wanted to take action. • He wanted to make things right. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 13 | <p>Study Source C.</p> <p>How reliable is Source C as evidence of the reason why the US became involved in the Spanish-American War? Explain your answer using details from the source <u>and</u> your own knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: Source C might be considered reliable since the Washington Post was opposed to intervention in the Spanish-American War and the points made in the editorial are a true reflection of its position. It argues that the reason the US became involved in the war was imperialistic. Essentially, the US was motivated by selfish interests – economic, nationalistic and political. The Washington Post is concerned that this will set the US on a path of imperialism similar to that followed by European countries. The ‘desire to show our strength’ and to ‘spread our ideas and beliefs’ was widespread in the US. The ‘Yellow Press’ represented that point of view and as such the view in the Washington Post reflects one side of the debate raging at the time.</p> <p>However, the purpose of the source was to persuade the readership against US intervention by pointing out the consequences as they see them. This detracts from the reliability of the source because generating opposition to intervention is the primary goal of the editorial rather than reporting the facts.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> • It is a reliable reflection of the view of the Washington Post which opposed imperialism. • The key message of the source is that the US should not get involved in events in Cuba in 1898. • The report argues that by becoming involved the US would be copying the European powers in adopting an imperialist foreign policy | 7 |

| Question | Answer | Marks |
|----------|---|-------|
| 13 | <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> It is not reliable as the editor is trying to persuade the readers of the Washington Post to agree with its opinion rather than merely presenting the facts or both sides of the debate. The message is that the US should not become involved overseas. It is a one-sided view which supports the idea of staying out of Cuba. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> It says America should not become involved. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
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| 14 | <p>Study Sources D and E.</p> <p>Why do these sources differ in their attitudes to US involvement in the Spanish American War? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The two sources project contrasting views about US involvement in the Spanish American War. Source D is pro-involvement whereas Source E is anti-involvement. Both sources offer contrasting viewpoints because they were both written for a specific purpose. Source D represents the views of the head of the US Department of Foreign Commerce, the person responsible for ensuring that the US economy ran smoothly and continued to develop and prosper. He wished to see an expansion in trade and believed that the US needed to explore markets overseas as the domestic market had become saturated. He therefore urged involvement for economic reasons. Source E, on the other hand, argues against involvement and represents the views of the treasurer of a leading trade union – American Longshoreman’s Union. He believes any involvement in Cuba would not help the ordinary US worker who would pay a heavy price should war occur. He argues that any involvement would be wrong as it was being pushed for by greedy financial speculators. He believes the views of the ordinary workers should come first, not those of the rich financiers and</p> | 10 |

| Question | Answer | Marks |
|----------|---|-------|
| 14 | <p>corporations. Trade unionists believed in the solidarity of workers across the world (international socialism). Both sources have motives for presenting a one-sided account and this explains why they differ.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> • Source D argues that the US should become involved for economic reasons. The US had developed economically and now needed to search for markets beyond the domestic market; the US needed to find foreign buyers. • Source E argues against involvement in the affairs of Cuba; it argues that the American people (the workers) have no quarrel with the Spanish people (the Cuban workers); it argues that any involvement would be wrong as it would not have the interests of ordinary people at heart. • Both sources are one-sided and represent contrasting views – D is the view of the head of the Dept of Foreign Commerce and E is the view of a treasurer of a leading trade union; D wants to ensure the US economy continues to grow while E believes any involvement will not help ordinary Americans. • D is pro-involvement, E is anti-involvement. <p>Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> • Source D says the US should become involved to help the economy to grow. • Source E says that the US should not become involved; the ordinary US workers should not be expected to have to take part. • The sources are opposites – one urges involvement for economic reasons the other wants to protect the rights of ordinary US workers. <p>Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> • Source D supports active involvement in the Spanish American War. • Source E does not want the US to get involved in the affairs of Cuba. • Both sources are written by individuals who hold strong views. <p>Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • The sources say different things about what should be done. • One supports the view, the other does not. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 15 | <p>Study <u>all</u> the sources.</p> <p>‘Economic interests were the main reason the US government became involved in the events in Cuba in 1898.’ To what extent do you agree? Explain your answer using details from all the Source <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the hypothesis Yes = C, D, E, F. No = A, B, C, E, F, G. • Supporting knowledge to expand upon source content. • Evaluation of authorship – position, interests, purpose, etc. • Formulates a reasoned conclusion – there are many reasons why the US government took the decision to become involved in Cuba in 1898, with economic factors playing an important role in shaping the decision to become involved. Some wanted the US to copy the European powers and adopt a policy of imperialism (C); others wanted to develop economic opportunities overseas to enable the US to sell its surplus goods to countries of the West Indies and South America (D); others wanted to exploit the economic potential and were driven by the desire for economic gain (E). However, there were other important reasons which helped to influence the decision of involvement. There was a growing concern over Spanish misrule in Cuba (A), believing that the US had a duty to ensure peace and stability in Cuba as it was its closest neighbor (B). There were humanitarian reasons such as the desire to support peoples subjected to misrule (F). Yellow journalism also did much to fuel the fire, influencing public opinion in favor of involvement (G). The sources therefore reflect views to support and challenge the hypothesis. <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> • More developed discussion of L4 content, knowledge and evaluation. • Formulates a conclusion – the information given in the sources can be one-sided and therefore the overall view will be dependent upon which sources have been viewed. | 15 |

| Question | Answer | Marks |
|----------|--|-------|
| 15 | <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> • The sources offer a mixed set of viewpoints. • Several of the sources confirm that economic issues were important reasons for involvement; the desire to copy the European powers and develop an imperialist policy (C); the US was experiencing a dramatic growth in its industrial capacity and it therefore needed to secure new markets overseas to help sell the surplus goods (D); the desire by economic speculators to invest overseas and expand markets to South America (E). • Some of the sources suggest that other factors were also important. Sources (B) and (F) stress the humanitarian card, the concern to protect the Cuban people against imperial misrule. In Source (F) the Cuban people are shown to be enslaved but after US intervention they led a free lifestyle; Spanish misrule is evident in Source (A), suggesting that anarchy was prevailing in Cuba and therefore the US needed to get involved. Yellow journalism was also an important factor (G). • Many of the sources offer one-sided viewpoints such as (D) representing the view of the head of the Dept of Foreign Commerce and (F) showing how the US restored peace and prosperity to the Cuban people following its involvement. <p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> • Some sources support the view that economic factors were important – (C), (D) and (E). • Some sources stress the importance of other factors such as humanitarian reasons (B) and (F); and a desire to support the Cubans against Spanish misrule (A); the impact of yellow journalism (G). • Many of the sources offer one-sided viewpoints such as (D), (F) and (C). <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> • Some of the sources say that economic factors played a leading part in the decision to become involved. • Some of the sources suggest other reasons for involvement such as a desire to support a near neighbor from misrule and bad treatment. <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • The US got involved because it wanted to. • The US was big and powerful. | |

| Question | Answer | Marks |
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| 15 | Level 0 (0 marks) No valid response. | |

Depth Study D: American Society and Popular Culture c.1920–1970

| Question | Answer | Marks |
|----------|--|-------|
| 16 | <p>Study Source A.</p> <p>What can you learn from this source about the popularity of sport in American society in the 1920s? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The source suggests that some sport was very popular during this period. The photograph shows a baseball game in action in a stadium in New York in the early 1920s. The stadium is large, purpose built, and has tiered seating to accommodate large audiences. In this instance the stadium is packed with spectators – so many that some have to stand – which suggests that baseball was a very popular sport. The game was probably broadcast over the radio which helped to attract an even greater following. Baseball stars like Babe Ruth became iconic figures in this sport and they helped to attract a large following. There was also intense rivalry between the top baseball teams. The low price of tickets helped to attract a large crowd as fans could afford to attend games regularly. Other sports became popular during this period such as boxing and golf, showing that sport played an increasingly important role in American society in the 1920s.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> • The source suggests that sport was popular during the 1920s. • This photograph shows a baseball game in action in New York in the early 1920s. • The game is being played in a purpose-built stadium. • The stadium has tiered stands and is packed with spectators. • It suggests that baseball was certainly popular. • Other sport grew in popularity during the 1920s – boxing. <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> • There was a very large crowd watching this baseball game. • Baseball was certainly a popular sport in the 1920s. • Special stands were built to hold large crowds. | 6 |

| Question | Answer | Marks |
|----------|--|-------|
| 16 | <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> • People liked going to watch sporting events. • Many people were watching the game. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 17 | <p>Study Source B.</p> <p>How useful is this source to a historian investigating why the Scopes Monkey Trial took place in 1925? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The source is useful because it provides some reasons why the trial took place in 1925. It is an account by the State Governor of Tennessee who believes that society has the right to regulate what is taught in schools. He believes that some biology teaching has drifted away from traditional values and that the teaching of evolution goes against the message in the Bible and therefore should not be taught. The source is useful because it provides historians with the viewpoint adopted by anti-evolutionists who believe that the state has the right to regulate what is taught. The usefulness of the source is limited because it represents a very one-sided viewpoint, talking about the abandonment of old-fashioned faith and belief 'in favor of science'. Historians would also have to examine the views of the evolutionists who represented the other side of the trial which took place in 1925, and the reasons why the teacher John Scopes was prepared to break the law and teach evolution. The source provides evidence that views widely held in Tennessee were being questioned and some individuals, such as John Scopes, were prepared to challenge the non-scientific views prescribed by the state curriculum.</p> <p><i>Other relevant responses should also be credited.</i></p> | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 17 | <p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> • The account is useful because it provides some reasons why the Monkey Trial took place in 1925. • It tells us that there was disagreement over whether evolution should be taught in schools in Tennessee. • It suggests that there was some drifting away from traditional values. • Strong believers in the Bible were totally against the teaching; they were anti-evolutionists. • The source is useful because it is the view of the Governor of the Tennessee who was an anti-evolutionist; it is not so useful because it represents a one-sided viewpoint. Historians would need to look at the counter-argument. <p>Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The source is useful as it provides some reasons. • It says that some Americans were against the teaching of evolution; they supported the old ways. • It is the view of the Governor of Tennessee. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It says people have rights. • It is about the Bible. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
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| 18 | <p>Study Source C.</p> <p>How reliable is this source as evidence of the reasons for the popularity of the movie theatre in the 1920s? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: Much of the content can be supported which makes it reliable. The types of films made in the 1920s and the box office receipts all suggest that ‘escapist’ genres were popular. The way in which images of film stars were presented by the studios also suggests escapism. For example, some films created unrealistic romantic fantasies which extended to the real lives of the stars. Rudolf Valentino’s good looks made him a draw; Gloria Swanson’s colourful private life led to a morality clause being added to her contract to avoid adverse publicity for her studio.</p> <p>However, in some ways this source may be considered unreliable. This is an advert, the purpose of which is to encourage people to go to the movie theatre, so it identifies what the advertiser thought might be reasons people would go to the movies. Indeed, it might be exaggerating the excitement and effects of the films released. In fact, for some the popularity of the movies was simply the opportunity to socialise with friends and for others the movies were attractive for the news it provided rather than just escapism.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> • The source suggests that the movie theatre was popular because it allowed the audience to escape from their everyday world; for a short time people would become absorbed into another world. • Movies covered many genres – comedy, adventure, romance, epics, which attracted large audiences; there was something for everyone. • Tickets were cheap; theatres sprang up in most towns; transport became easier; it was a popular socializing event. • Cult of movie stars drew in audiences. • Reliability of source is limited – it is an advert therefore is designed to spell out the positives, to make the movie theatre look attractive. | 7 |

| Question | Answer | Marks |
|----------|---|-------|
| 18 | <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> The source comments on how people go to the movie theatre to escape their everyday existence, to enter into a fantasy world. Movies covered all genres – adventure, romance, comedy – which offered something for everybody and this added to their appeal. Reliability of source can be questioned as it is an advert. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> People went to the cinema to watch films. They liked going to watch films. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 19 | <p>Study Source D and E.</p> <p>Why do these sources differ in their views of flappers of the 1920s? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The two sources present very contrasting views about flappers of the 1920s. Source D is very positive and praiseworthy in its account, highlighting the independent nature of the flappers, a lifestyle very different from that of their mothers and grandmothers. It is a rejection of the traditional lifestyle in favor of a more liberal lifestyle. It involves smoking, drinking, dancing to jazz, attending speakeasy nightclubs and living an active and independent life. Source E presents a very contrasting viewpoint as it upholds the traditional image of an American woman. It accuses flappers of being immoral in their actions, saying they have low morals in the way they dress, speak and conduct themselves. It is critical of the drinking, smoking, dancing and driving associated with the new 'Jazz Age.' Such actions have resulted in a serious decline in the morality of society. Both sources are accounts which appeared in newspapers in 1922. Source D represents the view of the new city culture that was emerging – the 'New York Times' was representing a city that was at the forefront of the speakeasy culture with its</p> | 10 |

| Question | Answer | Marks |
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| 19 | <p>jazz clubs, nightlife and liberal attitudes. Source E is representative of traditional social attitudes and views. The 'Chicago Defender' is defending old America and is very critical of the new fashions, attitudes and behaviours of the flappers. The two sources represent the contrasting views of the liberals (modern) and conservatives (traditionalists).</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> • Source D is an account which projects a positive view of flappers. It suggests that flappers live an independent lifestyle very different to that of their mothers. They smoke, drink and drive, go to nightclubs and dance to the new jazz music. They are 'modern women.' • Source E projects a negative image of flappers. It considers their lifestyle to be immoral. It criticises the low morals associated with drinking, smoking and driving. It says that modesty has been ignored and it has resulted in a decline in the whole social structure. • Both sources date from the same year, 1922, which was a time when the flapper lifestyle was beginning to make an impact. Source D is an account which appeared in the 'New York Times' newspaper – the city was the heart of the flapper culture with its modern nightlife; Source E is from the 'Chicago Defender' and is very critical of these new changes. It is conservative in its viewpoint, upholding traditional values. <p>Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> • Source D highlights the positive side to flappers – the new fashions and the social activities enjoyed by the fashionable young ladies. • Source E highlights the negative side of flappers – the immoral behaviour, the abandonment of traditional values and the decline into low moral standards. • Both are newspaper accounts written from opposite viewpoints. <p>Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> • Source D says good things about flappers – the smoking, skiing, swimming, driving, dancing. • Source E says bad things about flappers – immorality, low morals, bad language. • Both sources are newspaper reports. | |

| Question | Answer | Marks |
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| 19 | <p>Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • Some people like flappers. • Some people do not like flappers. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
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| 20 | <p>Study <u>all</u> the sources.</p> <p>‘The 1920s was a decade of change which witnessed the rejection of the traditional values of American society.’ To what extent do you agree? Explain your answer using details from all the Sources <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the hypothesis Yes = A, B, C, D, E, G. No = B, E, F, G. • Supporting knowledge to expand upon source content. • Evaluation of authorship – position, interests, purpose, etc. • Formulates a reasoned conclusion – some Americans, especially those living in the cities, did embrace the changes affecting American society in the 1920s; as wages increased and people had more disposable income they were able to take advantage of new opportunities to spend their money by attending sports matches (A), or the movie theaters (C). The movie theaters helped to sell the image of the new lifestyle associated with jazz and the speakeasy culture. Fashionable young women embraced the new flapper lifestyle associated with city life (D) and they attended the nightclubs, jazz clubs and speakeasies. They rejected the traditional lifestyle of their mothers and adopted a more liberal approach, drinking, smoking, driving, dancing to jazz, new fashion and hairstyles (G). However, not all Americans welcomed these changes and, in many instances, rejected them. The ‘Bible Belt’ states fought to retain traditional beliefs and practices and in Tennessee the Monkey Trial took place to block the teaching of the theory of evolution in schools (B). Critics of the flapper lifestyle denounced the movement, accusing it of lowering the morality of society. It accused flappers of being immoral and criticised the new fashion, jazz dances and speakeasy lifestyle (E) and (G). Much of the flapper lifestyle was city-based and in the countryside support for the traditional American way of life was still strong (F). The sources thus reflect views to support and challenge the hypothesis. | 15 |

| Question | Answer | Marks |
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| 20 | <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> • More developed discussion of L4 content, knowledge and evaluation. • Formulates a conclusion – the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed. <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> • The sources offer a mixed set of viewpoints. • Some of the sources confirm a rejection of traditional values in favor of a new more modern and liberal lifestyle. Americans had more money to spend on themselves and attended sports events (A) and the movie theater (C) on a regular basis; some wealthy young women adopted the flapper lifestyle, attending the jazz clubs, dance halls, smoking and driving (D), living a life different to that of their mothers. City life embraced these changes, resulting in a city-countryside divide (G). • Some of the sources suggest that not all Americans rejected traditional values. Some were resistant to the teaching of evolution in schools as it went against what was said in the Bible (B); some were critical of the flapper lifestyle, seeing it as being immoral and too sexual (E); in the countryside there was much support for the traditional way of life (F) and (G). • Some of the sources offer one-sided viewpoints such as (C) which is an advert by a movie theater to attract audiences; (E) is a newspaper account upholding traditional values and (F) projects a very stereotypical image of traditional life in the countryside. <p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> • Some of the sources suggest a rejection of traditional values; going to the movie theater to escape to another world (C); the flapper lifestyle of young women (D); the city culture of jazz bands, nightclubs, new fashion, liberal attitudes (G)/ • Some of the sources suggest the traditional values were being upheld; a criticism of the immoral flapper lifestyle (E); a support of traditional beliefs by religious fundamentalists (B); the fact that traditional values remained strong in the countryside (F). • Many of the sources offer one-sided viewpoints such as (C), (E) and (F). | |

| Question | Answer | Marks |
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| 20 | <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none">• Some sources show people liked the changes in society especially young women who became flappers.• Some sources show that not all Americans welcomed the changes and wanted to keep hold of traditional values. <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none">• The changes were popular.• Some did not like the changes. <p>Level 0 (0 marks) No valid response.</p> | |