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AMERICAN HISTORY (US)

0409/02

Paper 2 Depth Study

October/November 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 **46** 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.

Question	Answer	Marks
Depth Study A: Manifest Destiny and Early Expansion 1830–1880		
1	<p data-bbox="304 315 536 344">Study Source A.</p> <p data-bbox="304 383 1302 450">What is the message of this source? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p data-bbox="304 483 544 515">Level 4 (6 marks)</p> <p data-bbox="304 517 1142 584">Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p data-bbox="304 618 1326 685"><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 data-bbox="304 719 576 750">Example response:</p> <p data-bbox="304 752 1326 1223">The key message of this source is that westward advance is the destiny of the American people. The view that Americans were destined by God to advance Westward to the Pacific coastline was popularized in the second half of the nineteenth century. It was their natural ‘destiny’ to do so, and it was expected of them. This painting shows Manifest Destiny in action. Leading the trail are the frontiersmen, the men clearing and navigating the route through for the migrant wagons to follow. The scene is busy, showing the flow of migrants travelling west. It shows how they had to overcome many difficulties such as passing through the treacherous mountain passes, crossing the vast open expanses of the Great Plains, encountering Native Americans along route. The scene shows the dogged determination of these early travellers and as they approach journey’s end, they are pointing to the bright light – their Manifest Destiny of California. The scene shows the inevitability of the journey west; people are migrating west; it was an expected event. [NB. The painting was part of a larger mural, completed in 1862, for the US Capitol building.]</p> <p data-bbox="304 1323 959 1355"><i>Other relevant responses should also be credited.</i></p> <p data-bbox="304 1391 576 1422">Level 3 (4–5 marks)</p> <p data-bbox="304 1424 1278 1491">Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul data-bbox="304 1525 1302 1805" style="list-style-type: none"> • The key message is westward migration was inevitable. • It shows the frontiersmen leading the migrants, clearing a route west. • It was part of the idea of Manifest Destiny. • It shows the problems and dangers faced along the route – travelling through the mountains, the open Plains, passing through the homelands of the Native Americans. • The travellers can see the promised land and are pointing to it – California in the west. 	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">• Migration west was going on at this time.• The scene shows early travellers pushing westwards; they are pointing west. <p>Level 1 (1 mark) Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none">• People are on the move; on a journey. <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 reasons why the Mormons migrated 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 is very useful because it forms part of an announcement made by the Mormon High Council in January 1846, five months before they set off on their journey west to Utah. It contains the leaders' explanation of why the Mormons needed to travel west. It shows the reasons the Mormons of Nauvoo were told they would move west. The source identifies some of the reasons for leaving Nauvoo, the most important being to get away from the constant persecution they were experiencing because of their religious viewpoints. It also suggests that it is God's will that they move, and he will direct them to a new land in the west. This shows the importance of Mormon beliefs in causing them to move. However, the evidence is limited. There is little evidence on the actual persecution they were experiencing, and it only concerns the reasons for leaving Nauvoo. There is no mention of the fact that they had been forced to leave Kirtland (where they settled from 1831 to 1837) to avoid persecution, spent a short time in Missouri (1837-38) and were now about to leave their settlement in Nauvoo (1839-46), the persecution not going away.</p> <p><i>Other relevant responses should also be credited.</i></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 provides some reasons why the Mormons migrated west to Utah. • It mentions that they wished to move to obtain peace, to get away from the persecution waged against them because of their religious views. • It suggests it is God's will that they move; he will direct them to pastures new. • It is an announcement by the Mormon High Council issued in Jan 1846 and this makes it useful. • However, the argument is narrow in focus and this limits its usefulness. It does not provide information on previous persecution in other locations. 	7

Question	Answer	Marks
2	<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 provides some reasons why the Mormons decided to migrate west. • It says they wanted to avoid persecution and that it was God’s will. • The source was a statement from the Mormon High Command. <p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"> • The Mormons wanted to move; they wanted to find a new place to live. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
3	<p>Study Source C.</p> <p>How reliable is this source about the experiences of miners during the California Gold Rush? 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 content of the source does reflect what happened: some miners were lucky and made considerable sums of money (especially at the outset). This letter is written in 1849, at the start of the gold rush, so this could explain why it suggests there was so much money to be made. Later, miners often ended up working for mining companies and were not able to make vast sums of money. Some miners were less lucky. They found less gold, or lost what they earned because of the conditions in the mining camps where there were many people likely to exploit them. The cost of basic needs such as accommodation was high as resources were limited. This miner, writing to a friend, wishes to encourage him to join him. He therefore stresses the positive side of the experience, although he does hint that the mining environment is not suitable for his friend's family.</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 a letter written by a miner who made \$16 000, suggesting that fortunes could be made. This was true at the beginning of the gold rushes. • However, the letter concentrates on the positives and avoids the reality of the hardships involved in being successful in prospecting for gold. There was an element of luck, whereas this miner suggests that hard work (but for only 8 hours a day) is all that is needed. • The purpose of the letter, to encourage a friend to join him, is probably the reason for mentioning so many positive aspects. • The date of the letter explains the positive report of mining. It is at the beginning of the gold rush. 	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 says that it was possible to get rich quick from mining gold. This is reliable as miners did make fortunes. • The source was written by a miner who would know what it was like. • The source gives some bad points, such as the high cost of lodgings. As it is balanced it is more likely to be reliable. <p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"> • Lots of gold was discovered in California. • The source is a letter. <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 attitude towards controlling land? 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: Source D is the view of a Native American chief and he reflects the view held by his people that the land should be respected and looked after, nobody had the right to own it and it was not for sale. This was the view held by all the Native American tribes who saw it as their duty to look after their environment. This contrasts sharply with the view expressed in Source E which reflects the view of “Manifest Destiny”, that it was the destiny of European settlers to spread their culture and lifestyle west; to do so they would have to farm the land and establish settlements.</p> <p>Aspects of their respective value systems explain the difference. Greeley believes that the Native American way of life was unproductive, and it was God’s will that the land should be used to the advantage of men. Source D believes that people cannot own the land. Greeley believes the Native Americans to be lazy for not settling down and using the land productively. Source D believes that the benefits of the land and environment cannot be bought or sold. This reflects the view that humans are not the masters of the earth.</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 the view of a chief of a Native American tribe; he spells out the belief that humans cannot own land, it does not belong to them; the idea of landownership was alien to the Native Americans, and they felt the land had to be respected; they were nomadic. • Source E provides a contrasting viewpoint; it is the view of a white European who adopts a superior attitude; he believes that the land is there to be claimed and cultivated; the Native Americans have neglected this duty and just sat by, they do not deserve to be saved. • The sources reflect the conflicting attitudes of landownership between Native Americans and the immigrant settlers; the former believe that the land is not to be owned, while the latter believe there is a duty to make it as productive as possible by owning and farming it. 	10

Question	Answer	Marks
4	<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 that the land is not for sale, nobody has the right to claim it whereas Source E shows that European Americans think they can make better use of it by owning it. • Source E says that the Native Americans have done nothing with the land; they are lazy; the European settlers are the ones who will get things going but Source D does not have the same priorities. <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 believes that nobody should own the land. • Source E believes it is important to settle and farm the land. • Both are said by people who witnessed westward expansion. <p>Level 1 (1–2 marks) Answer which offers generalized comments with limited reference to sources.</p> <ul style="list-style-type: none"> • The sources make comments about the land. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
5	<p>Study <u>all</u> the sources.</p> <p>“Settlement of the land was the main factor that drove Westward expansion.” 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, D, E, F, G. No = Sources A, B, C, E, F. • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and reasons for it. • Formulates a reasoned conclusion – the desire to acquire land was a key factor in encouraging Westward expansion. Many pioneers settled on the vast expanses of the Great Plains to establish homestead farms (F) and cattle ranches; they were encouraged to do so by the offer of cheap land sold by the railroad companies and by government through legislation (G). The ready availability of land was a key factor and the grab for territory resulted in a clash with the Native Americans who did not believe in landownership (D). The fight over land eventually resulted in the Plains Wars. However, other factors were important in causing Westward expansion. There was the belief in Manifest Destiny, a belief that it was God’s desire for the Europeans to spread their culture and society West towards the Pacific coast, in doing so they would civilise the Native American tribes (A) & (E). Others fled the East to escape persecution, and this was especially true of the Mormons who eventually settled at Salt Lake in Utah (B). Some believed the East to be overcrowded and wanted to move to an area that was less populated. An important factor in the late 1840s was the discovery of gold in California (C). The sources reflect varied views to support and challenge the hypothesis; the answer has a supported and developed overall judgement. <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 evidence in the sources needs to be evaluated and therefore the overall judgment will be dependent upon the weight given to the source evidence. 	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 confirm that settlement of the land was a major factor in encouraging Westward expansion. Many pioneers moved to the Great Plains to set up homestead farms (F) and cattle ranches; government legislation such as the Homestead Act provided an incentive (G). The search for new lands to settle was a driving force (A) and in grabbing the land the new settlers came into conflict with the Native Americans who held different beliefs towards landownership (D). • Some sources identify other reasons for Westward expansion. An important factor was the belief in Manifest Destiny (A), that it was God's desire to spread western civilization across the American mainland. Others fled to avoid persecution such as the Mormons (B) who looked towards establishing a new settlement away from criticism. Others fled west due to the discovery of gold in California in the late 1840s (C). • Can refer to other reasons such as the spread of the railroads which offered the sale of cheap land along its tracts; the desire for some pioneers to escape from the overcrowded settlements of the East. • Some of the sources offer one-sided viewpoints such as (A) which glorifies the idea of Manifest Destiny, and (E) which supports the idea that it was the role of European settlers to spread west and civilize the Native Americans; or (B) which suggests that the Mormons were under constant persecution and had no choice but to move. <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 the desire for land was an important reason; there was the offer of cheap land (G); many moved west to settle on the Plains and set up homesteads (F). • Some sources highlight other factors for Westward migration such as the discovery of gold (C) and the desire to escape religious persecution in the East (B). • Many of the sources offer one-sided viewpoints such as (A), (E) and (B). <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 the availability of land was a key factor. • Several of the sources suggest other factors were important such as the discovery of gold and Mormon re-settlement. 	

Question	Answer	Marks
5	<p>Level 1 (1–2 marks) Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none">• The desire to grab land was important.• Other factors also caused the movement west. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
Depth Study B: The Women’s Suffrage Movement 1866–1920		
6	<p data-bbox="304 315 536 344">Study Source A.</p> <p data-bbox="304 383 1321 479">What can you learn from this source about the women’s suffrage movement? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p data-bbox="304 517 544 546">Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p data-bbox="304 651 1321 714"><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 data-bbox="304 752 576 781">Example response: The poster suggests that the female suffrage movement was active during this period. It was organised into various associations. This poster relates to the AWSA which was formed in 1869 to campaign for the female vote. It advertises the seventeenth annual meeting which confirms that the association had been active for some years. It advertises free admittance to the events and promises a range of speakers, songs and music over three days in October 1886 in Minneapolis. The speakers include both males and females, the most prominent being Lucy Stone and her husband Henry Blackwell, who were the main leaders of the AWSA. The poster illustrates the types of activity adopted by the suffrage movement – public speaking and advertising/publicity.</p> <p data-bbox="304 1189 954 1218"><i>Other relevant responses should also be credited.</i></p> <p data-bbox="304 1256 576 1285">Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul data-bbox="304 1391 1321 1733" style="list-style-type: none"> • The poster shows there was an organization in existence in 1886 – the American Woman Suffrage Association. • The organization held regular meetings – it says this is there seventeenth annual meeting, so it has been running from 1869. • A range of speakers were advertised for the meeting; a mixture of male and female speakers. • Most prominent were Lucy Stone and Henry Blackwell. • Apart from the speeches there was also an opportunity for songs and music. • The meeting was held in a church with a Reverend giving a speech. 	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 poster is about a meeting of the American Woman Suffrage Association.• The meeting was held in October 1886.• There were lots of speakers. <p>Level 1 (1 mark) Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none">• There was a suffrage movement at this time. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
7	<p>Study Source B.</p> <p>How useful is this source to a historian studying the methods used by campaigners for female suffrage before 1890? 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 very useful because it was written by Henry Blackwell who was writing to Elizabeth Stanton and Susan Anthony, all three being leading figures in the campaign for female suffrage (at this time within the Equal Rights Association). The source shows that active campaigning was taking place in Kansas in 1867 which involved Blackwell and his wife, Lucy Stone, travelling up to forty miles a day in order to deliver speeches to meetings held in a range of buildings. The source suggests good organization in the state of Kansas due to support from key locals such as Col. Sam Wood who helped organize the venues and advertised the meetings. The source was written by Blackwell, a prominent campaigner for female suffrage which makes it useful. However, the source is limited to just the Kansas campaign of 1867 and does not provide any detail on activity outside this state or on how the campaign was operated in other states or on the methods used, for example, petitions and referenda. Its utility is also limited because it provides no detail post 1867, such as gaining the support of the Women's Christian Temperance Union. These factors therefore limit its usefulness.</p> <p><i>Other relevant responses should also be credited.</i></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 shows that there was active campaigning going on before 1890 in support of female suffrage. • The source is dated 1867 and relates to the campaign being fought in Kansas. • In his letter Henry Blackwell describes how he is travelling all over the state trying to rally support. • The source suggests there is good organization within Kansas. • The source is a letter by Blackwell, a prominent activist, to Elizabeth Stanton and Susan B. Anthony who were all important figures in the Equal Rights Association. • This makes the source useful, but it is limited as it does not refer to events after 1867 or what was going on in other states. 	7

Question	Answer	Marks
7	<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 says that campaigners for female suffrage were very active. • They undertook considerable travelling in order to spread their message. • The source is written by Henry Blackwell in 1867 which makes it useful. <p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It shows that campaigners were very active, always on the go. <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 division that took place in the 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 is an excerpt taken from the “Revolution” in October 1869; it was a radical newspaper edited by Elizabeth Stanton and Susan B. Anthony. They refused to support the Fifteenth Amendment, but other members of the Equal Rights Association, such as Lucy Stone and Henry Blackwell did. By October 1869 the movement was in danger of falling apart due to conflicting views. The author comments upon this and says the campaigners should focus upon fighting the common enemy of prejudice against women and unjust laws, rather than falling out amongst each other. The source is reliable in providing insight into the rift that was occurring during the autumn of 1869 within the suffrage movement as it was written by one of the leading figures in the movement. The source suggests that the division had only negative results. However, the following year the Fifteenth Amendment was passed, granting Afro-Americans the right to vote. The division led to a new tactic – attempts by women to vote, based on the terms of the Fourteenth Amendment.</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 reliable because it describes the problems which faced the suffrage movement in 1869 – members began to disagree amongst themselves as to the best route to take. • The authors were reliable because they were Elizabeth Stanton and Susan Anthony, two of the leading campaigners in the suffrage movement, who were writing in the “Revolution” newspaper. • The authors are being honest about how the campaigners disagreed over issues which could result in a decline in support, as women could be put off from joining the cause due to the bickering. • The authors suggest that the arguments are personal, whereas they concerned whether or not to support the Fifteenth Amendment. There were issues of priorities and the stance on African-American suffrage. 	7

Question	Answer	Marks
8	<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 talks about how there was some falling out taking place in 1869 between different members of the suffrage movement. • The source is written by two campaigners within the suffrage movement. • They write about the events from their own point of view. <p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It says that people were not agreeing on what to do next. • It was written by two women. <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 the impression they give about how the suffrage movement should organise itself? 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 on how the female suffrage movement should organize itself. They represent the two rival movements that emerged following the break-up of the Equal Rights Association in 1869. Source D represents the view of the AWSA and the author, Lucy Stone, was the main leader of this new association. She believes that they must incorporate men into the movement as they will help to give the group political weight and confidence, and also help to win sympathy for the female cause. She believes that men can play a key role in running the organization of the AWSA. This is in sharp contrast to the rival group that emerged in 1869, the NWSA. Source E shows its Executive Committee which consisted entirely of females, as did the 35 vice-presidents posts and the 35 strong Advisory Committee. While the NWSA accepted male membership they did not allow them any role in the day-to-day organizational running of the group. The two sources differ because they show the two different branches of the women's suffrage movement that existed from 1869 to 1890. The NWSA was focused solely on working for women's suffrage whereas the AWSA supported the Fifteenth Amendment. This could explain the different gender emphasis of the leadership of each group.</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 the importance of having men as members of the newly formed American Women Suffrage Association; male members will help to command confidence in the movement and help to win sympathy to the suffrage cause. It reflects the broader aims of the AWSA. • Source E provides a contrasting message; it is a photograph which shows an all-female membership of the newly formed National Women Suffrage Association; the society had 35 female vice-presidents and its advisory committee consisted of women only. • Source D is the view of Lucy Stone, a founder member of the AWSA, who is writing to the Rev J. F. Clarke for support; Source E is a photograph of an all-female committee appointed to run the NWSA. The two rival organizations set up in 1869 have contrasting views over the use of males in their organizational activities. 	10

Question	Answer	Marks
9	<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 promotes male membership of the AWSA and believes males can play a key part. • Source E displays a female only leadership team of the NWSA; it is a society run by females. • The sources represent very contrasting views as to the role of men in the organization of their respective organizations. <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 encourages male membership of the AWSA. • Source E shows females only in the organization of the NWSA. • They held different views over the role of men. <p>Level 1 (1–2 marks) Answer which offers generalized comments with limited reference to sources.</p> <ul style="list-style-type: none"> • They have different views on how to run their groups. • They do not agree. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
10	<p>Study all the sources.</p> <p>“Women were the main leaders of the suffrage movement between 1866 and 1890.” 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 = C, D, E, F, G. No = A, B, D. • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. • Formulates a reasoned conclusion – after 1869 the suffrage movement was split into two branches. One branch, the NWSA, was led solely by female activists, most notably Elizabeth Stanton and Susan B. Anthony (E). They were dominant figures and the NWSA became quite a powerful lobbying force, putting forward the case for female suffrage at every opportunity (C), (F) & (G). The other branch, the AWSA, had mixed membership with a husband and wife team dominating the leadership – Lucy Stone and Henry Blackwell (A). They believed that they had to encourage men to join their movement to help add their sympathy and political weight to the campaign for female suffrage (B) & (D). While one branch rejected males playing any part in their organization and its campaign methods (E), the other branch actively encouraged male membership and men did play an active role in both the organization and campaigning methods. <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 evidence in the sources needs to be evaluated and therefore the overall judgment will be dependent upon the weight given to the source evidence. 	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 view that women were the main organisers. Source E shows the Executive Committee of the NWSA with all the posts in the leadership team being held by women. Source F advertises a lecture to be delivered by Susan B. Anthony, one of the leading members of the NWSA, and Source G explains the leading roles played by Stanton and Anthony in creating an independent feminist movement. Source D is concerned over the lack of the organizing talent of men in the movement. • Some of the sources suggest otherwise, that men were important in the suffrage movement and did play a leading part in its organization. Source A lists the speakers at the Seventeenth Annual meeting of the AWSA, nearly half of whom were men. Source B shows how Henry Blackwell actively campaigned with his wife Lucy Stone, while Source D shows how men were needed to help with the organization and to rally support and sympathy from other men. • Some of the sources offer one-sided viewpoints; Source B highlights the activities of male members of the AWSA; Source C is an extract from “The Revolution”, a radical newspaper edited by Stanton and Anthony. <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 highlight the role played by women in the suffrage organization; Source E shows the all-female Executive Committee of the NWSA; Source F advertises a lecture by Susan B. Anthony; Source G spells out how important Stanton and Anthony were to the movement. • Some of the sources illustrate the involvement of men in the organization of the suffrage movement; Source A advertises the Annual Meeting of the AWSA which has both male and female guest lecturers; Source B describes the campaigning activity of Henry Blackwell and his wife Lucy Stone. • Many of the sources offer one-sided viewpoints such as (B) & (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"> • Several of the sources say that women were the main organizers of the suffrage movement and therefore played an important role in the campaign for the vote. • Several of the sources suggest that some men were heavily involved in the suffrage campaign and helped with its organization. 	

Question	Answer	Marks
10	<p>Level 1 (1–2 marks) Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none">• Women played the most important role.• Only a few men were involved. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
Depth Study C: The United States and the World 1880–1917		
11	<p data-bbox="304 315 536 344">Study Source A.</p> <p data-bbox="304 383 1305 450">What is the message of the cartoon? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p data-bbox="304 483 547 515">Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p data-bbox="304 618 1323 685"><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 data-bbox="304 719 576 750">Example response: The main message of the cartoon is that the rhetoric of moral uplift accompanied the commercial goals of the US. Through its involvement in the Philippines the US is now looking towards extending its influence towards China. In the cartoon, the US, depicted in the form of Uncle Sam, wishes to make contact with China, hoping to improve its economic links. The US is offering China access to manufactured goods such as farm machinery, mowing machines, railroad trains and bridges, while also offering moral improvement through education and religion. China seems happy to receive the offer of support and a Chinese man is shown greeting Uncle Sam with open arms (signifying the Open Door Policy) and he is surrounded by signs saying large quantities of modern goods are required. This could be interpreted as American cultural and economic imperialism.</p> <p data-bbox="304 1189 954 1220"><i>Other relevant responses should also be credited.</i></p> <p data-bbox="304 1254 579 1285">Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul data-bbox="304 1391 1302 1630" style="list-style-type: none"> • It depicts the US as a powerful nation, a modern civilized state. • It suggests the US is anxious to spread modern civilization (education and religion) to China. • The US is also offering economic support in the form of bridges, railroad trains, mowing machines, farm machinery. • China seems happy to receive this support – a Chinese man welcomes Uncle Sam with open arms. <p data-bbox="304 1664 579 1695">Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul data-bbox="304 1800 1302 1939" style="list-style-type: none"> • The cartoon shows Uncle Sam (the USA) wishing to become involved in China. • The US is transporting a large amount of goods to China. • The US wishes to help China. 	6

Question	Answer	Marks
11	<p>Level 1 (1 mark) Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none">• It shows Uncle Sam carrying a load of items.• Uncle Sam is stepping on the Philippines. <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 involvement of the United States in China before 1900? 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 as it provides information on the involvement of the American Christian missionary service in China. The author is a female Christian missionary who describes how she is kept very busy working in missionary stations in rural China in the mid-1890s. She implies that there is a need for more missionaries to be sent out from the US to China. The usefulness of the source is limited as it is only the view of one missionary working in one region of China and it does not provide any information on the bigger picture of missionary activity. Its use to the historian is limited because as it is a letter from a missionary, it only refers to the work of the missionary service and does not refer to other US involvement in China, such as trading and economic activity. It implies that there was not a church building as her work was done out of doors. It does not indicate the level of success in converting the Chinese to Christianity. There is no indication of the kind of work undertaken.</p> <p><i>Other relevant responses should also be credited.</i></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 source is useful because it provides information on the work of American Christian missionaries working in China. • The female missionary says she is kept very busy working in several missionary stations and she hopes other missionaries will be sent out from the US to support the work. • The usefulness of the source is limited as it is only the view of one missionary working in one region of China and does not provide any information on other missionary activity. • The source provides no information on any other US involvement in China. 	7

Question	Answer	Marks
12	<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 written by a missionary person working in China. • It provides information on missionary activities. • It is only the view of one missionary which limits its usefulness. <p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It shows that Americans were working in China at that time. • It was written by a female missionary. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
13	<p>Study Source C.</p> <p>How reliable is this source as evidence of the reaction of the US Government to the events of the Boxer Rebellion in China? 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: The source is only partially reliable. It represents the officially stated viewpoint of the US Government to the events of the Boxer Rebellion. It is part of a statement made by the US Secretary of State, John Hay, in July 1900. He stresses that it is the desire of the US Government to protect US citizens living and working in China and also to protect other US interests such as trade and commerce. This reflects the actions of the US in protecting the legations during the rebellion. The US is keen to stop the unrest associated with the Boxer Rebellion from spreading to other regions of China. The US wants to keep on friendly terms with China, to uphold the notion of an “Open Door” policy. However, because it is an official statement it only reflects part of the government response and is therefore unreliable because it distorts the US government position. The US did not want to warn the rebels of the impending international action, in which the US marines would take part, to defeat the rebels. There is no indication of the reparations that would be sought from the Chinese government. The US needed to keep friendly with the Chinese authorities.</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 reliable because it is a statement made by the US Secretary of State, John Hay, in July 1900. • Hay is saying that the US Government will protect US citizens working in China, and the US would work to help stop the spread of the disorder. • The reliability is limited because it is the “official” viewpoint and is narrow in its focus. <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 reliable because it was said by the Secretary of State; he would know what the government was going to do. • He says the government will protect US interests in China. • It is a narrow viewpoint. It is not the only government reaction. 	7

Question	Answer	Marks
13	<p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none">• It tells us what America was going to do in China.• It was said by John Hay. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
14	<p>Study Sources D and E.</p> <p>Why do these sources differ in their view of US foreign policy towards China? 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 have contrasting views because the two authors hold opposite views about the direction US foreign policy towards China should take. Source D is the view of a Republican senator in 1900 who is a keen supporter of the new imperialist approach to US policy towards China. The senator believes that following the successful acquisition of the Philippines the US now has a base from which to advance further into East Asia and China should be their next target. He believes it is a natural continuum of Manifest Destiny, that the US has a God given right to spread its form of civilization in the East. This is in sharp contrast to the views expressed in Source E where the Chinese journalist is very critical of this enhanced imperialist standpoint of the US. The journalist believes that the Monroe Doctrine has been abused and that the US now has grand plans to take control of neighboring states. While Source D highlights the imperialist views of the Republican Party, in contrast, Source E is the view of an anti-imperialist. As a Chinese journalist working in the US, the author is concerned over the impact such a policy could have on China. The two sources mirror the debate that was going on over the direction US foreign policy should take in the early twentieth century.</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 expresses the view that America needs to expand her influence in China; the recent acquisition of the Philippines has provided a steppingstone to expand into China; the US sees China as a natural customer; it is part of her Manifest Destiny to spread her civilization to other countries. • Source E argues that the interpretation of the Monroe Doctrine has changed; the US has now embarked upon an imperialist policy of expansion; there is a concern that this could result in “the Americas belonging to the people of the United States”; there is a belief that the Republicans are embarking upon a policy of expansion. • Both sources are one-sided and represent contrasting views; (D) is the view of a Republican Senator who is a keen supporter of the progressive policy of imperialism and sees it as the US’s moral mission to spread her form of civilization; (E) is the view of an anti-imperialist, a Chinese journalist, who is concerned over the changing interpretation of the Monroe Doctrine and fears US expansion into East Asia. 	10

Question	Answer	Marks
14	<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 the US has a duty to expand its influence overseas, to use the Philippines as a steppingstone to advance into China. • Source E is not happy with the adoption of this imperialist policy and fears the US wants to take on the world. • The sources are opposites – one sees it necessary for the US to expand East, spreading its civilisation and trade; the other expressing concern over such a policy, believing that the US had adopted a changed interpretation of the Monroe Doctrine. <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 the US to expand into China. • Source E is against such expansion and dislikes the new approach. • Both sources are different in their views because of the beliefs of the authors. <p>Level 1 (1–2 marks) Answer which offers generalized comments with limited reference to sources.</p> <ul style="list-style-type: none"> • The sources say different things about what the US should do. • One source is dated 1900, the other 1903. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
15	<p>Study <u>all</u> the sources.</p> <p>“The desire to increase its trade was the main reason why the United States wished to expand its influence in China in the late nineteenth century.” 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, F, G. No = A, B, C, E. • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. • Formulates a reasoned conclusion – the desire to expand its markets and sell its manufactured products meant that trade was an important factor driving US expansion into China. The acquisition of the Philippines proved a natural steppingstone for further expansion of trade into China (A). The US was concerned that European states planned to acquire parts of China, so the US tried to impose an “Open Door” policy to enable the US to trade freely with China (F). Unlike the other European powers, the US did not wish to acquire land but rather to establish trading connections (G). However, other factors also helped to determine the direction of US foreign policy. The belief in Manifest Destiny was still strong and some believed that the US had a moral and humanitarian obligation to spread its form of civilization through encouraging education and a belief in the Christian religion (A). Missionary work was growing and there was a developing Christian missionary service attempting to get established in China (B). There were also concerns over the political events in China following the Boxer Rebellion, and a desire by the US government to re-establish order and peace across the country (C). Imperialism was also a factor, an extension of the Monroe Doctrine to expand US influence over East Asia (E). 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 evidence in the sources needs to be evaluated and therefore the overall judgment will be dependent upon the weight given to the source evidence. 	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. • Some of the sources confirm that the desire to increase trade was an important factor; success in the Philippines appeared to open doors towards expansion in China (A); the US needed to find new markets to sell its surplus of manufactured goods and China offered an ideal opportunity for the expansion (D); the US wanted to impose an “Open Door” policy of trade with China to limit the influence of European states (F); trade was therefore an important factor (G). • Some of the sources suggest that other factors were important in determining the direction of US foreign policy. Manifest Destiny was still a consideration and with it the belief that the US had a duty to spread its civilization (A); this was linked to the desire to spread the Christian religion through missionary work in China (B); there was also a desire to re-establish political stability in China following the Boxer Rebellion (C), and desire to limit the influence of the European powers in China (E). • Many of the sources offer one-sided viewpoints such as (A) showing the US as a bearer of modern civilization; the view of a Republican senator who was pro-imperialism and believed in expansion into China (D); and (E) the view of an anti-imperialist concerned over the growing influence of US authority in East Asia. <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 show that trade was an important factor in determining the direction of US foreign policy – expanding into China (A & D); adopting an “Open Door” policy (F). • Some sources suggest that other factors were important – the desire to spread the Christian faith into China (B); the desire to re-establish peace in China (C). • Many of the sources offer one-sided viewpoints such as (A), (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"> • Some of the sources spell out the importance of trade, the need for the US to expand its markets into East Asia. • Some of the sources point to other factors such as the desire to spread US civilization and the Christian faith. 	

Question	Answer	Marks
15	<p>Level 1 (1–2 marks) Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none">• The US wanted to trade with other countries.• The US wanted to become big and powerful. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
Depth Study D: American Society and Popular Culture c.1920–1970		
16	<p data-bbox="304 315 536 344">Study Source A.</p> <p data-bbox="304 383 1302 450">What is the message of this source? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p data-bbox="304 483 544 515">Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p data-bbox="304 618 1326 685"><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 data-bbox="304 719 576 750">Example response: The main message of the poster is that women are needed in the effort to win the Second World War and that they can do jobs traditionally performed by men. The source is a propaganda poster, and its main purpose was to persuade. It projects a simple message “We can do it” and this is supported by a photo of a female factory worker flexing her arm muscles. Her face displays determination and commitment. This is suggesting that she is physically strong and can perform the tasks expected of her. The poster bears the title “Rosie the Riveter” and it was part of a recruitment drive started by the US government in 1943 to attract women into the workplace. As large numbers of men had been drafted into the armed forces the gaps, they had left in the workplace needed to be filled and women were the obvious answer.</p> <p data-bbox="304 1155 959 1187"><i>Other relevant responses should also be credited.</i></p> <p data-bbox="304 1223 576 1254">Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul data-bbox="304 1357 1286 1637" style="list-style-type: none"> • The main message is “We can do it.” • It shows a female named Rosie who is working in the war production factories – she is a riveter. • Rosie is flexing her muscles to show she is strong; she can do the work expected of her. • The poster was issued in 1943 and is part of a recruitment drive to persuade women to join up. • There was a “Rosie the riveter” song with a catchy tune. <p data-bbox="304 1671 576 1702">Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul data-bbox="304 1805 1206 1906" style="list-style-type: none"> • It shows a poster dated 1943 which bears the title “We can do it.” • It shows Rosie the Riveter flexing her muscles. • It was a famous poster produced during the Second World War. 	6

Question	Answer	Marks
16	<p>Level 1 (1 mark) Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none">• It says, “We can do it.”• It shows a woman dressed in overalls. <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 studying attitudes towards immigrants in the United States during this period? 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 shows that at times attitudes towards immigrants were hostile and, on occasions, some immigrants were treated badly. The source relates to the Zoot Suits riots which took place in Los Angeles in the mid-1940s. It involved American servicemen attacking mostly Mexican youths who were wearing the new fashion of Zoot Suits. These outfits required a lot of fabric and the servicemen considered it to be unpatriotic to wear such suits at a time of shortage during the war. The attacks were violent. Sometimes other immigrant groups such as Filipinos, and ethnic groups regarded as inferior, such as African-Americans, were targeted. The source is useful because it is an account by an eyewitness who was present and although the tone and language might be dramatic the account of what actually happened is likely to be fairly accurate. However, its usefulness is limited as it only refers to one particular incident in 1943. It is just a snapshot showing hostile attitudes at one particular point in time. It does not look at the bigger picture of attitudes across the period of our study. Other ethnicities were singled out for different reasons. Japanese Americans were imprisoned as hostile aliens in internment camps during the Second World War.</p> <p><i>Other relevant responses should also be credited.</i></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"> • Is useful because it shows that attitudes were intolerant; some immigrants were being treated badly. • The source refers to the Zoot Suit riots in Los Angeles in the mid-1940s; it describes how Mexicans were the targets of attack; the attacks were violent. • It says that other minority groups were targeted not just Mexicans – Filipinos and African-Americans. • It is the view of a journalist who would have researched the event, so it is likely to reflect what happened. • Usefulness is limited as it only refers to one incident in 1943; it is just a snapshot showing poor attitudes at one point in time; it does not look at the bigger picture. 	7

Question	Answer	Marks
17	<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 demonstrates poor attitudes. • It describes an attack during the Zoot Suit riots. • It is a newspaper report from that period and describes what happened. <p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It says attitudes were bad. • People were getting beaten up. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
18	<p>Study Source C.</p> <p>How reliable is this source as evidence of the treatment of Native Americans in US society during this period? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>The claims that Native American people have been robbed of their land and traditional lifestyle are reliable because they are factually correct. The source is also reliable in stating that Native Americans now had to use “macadam highways” and live in “concrete tents” (houses). By saying Native Americans have suffered “wrongs”, the author implies they have been treated badly in US society. By 1970, when these comments were written, it was widely accepted by Native Americans, and others, that Native Americans had been treated badly. As such, the anger evident in the author’s words is reliable. In the 1960s, the American Indian Movement (AIM) was set up and began a programme of civil disobedience, including the occupation of Alcatraz and Wounded Knee, which shows that the view expressed in the source was shared by many Native Americans. The fact that the speech was banned, presumably by those who supported the colonization of America, indicates either their embarrassment at the accuracy of the charges made, confirming the reliability of the source, or their denial of the charges and the possibility that the source is unreliable. The source might be considered unreliable as the language and tone is emotive. Similarly, the use of words such as “our” and “yours”, implying that the Native Americans had lost their independence, might be regarded as an exaggeration. Also, the reference to “walked the woodland paths and sandy trails” might be considered romantic and nostalgic.</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 is an account by a Native American who is angry at the treatment of his people by the European settlers. The author believes that the Native American people have been robbed of their land, their traditional lifestyle and have been forced to live according to the rules of new settlers. The author is sad that the old trails and sandy paths have been replaced by tarmacked roads, that their wigwams have been replaced by concrete tents. The source is reliable in providing us with the viewpoint of some Native Americans in the 1960s, at a time when they were beginning to organize themselves into a protest movement. The late 1960s witnessed the setting up of the American Indian Movement (AIM) and it began a programme of civil disobedience, organizing the occupation of Alcatraz and Wounded Knee. It was a time of rising Indian nationalism and the source captures this change of attitude. This makes it reliable at demonstrating this change of mood, but its reliability is limited as it represents a one-sided viewpoint. It is the view of a Native American and we do not know why his speech was banned. The source lacks balance which affects its reliability.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
18	<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 an account by a Native American and is fairly reliable in providing the viewpoint of how the Native Americans themselves felt they were treated. • The author believes that the Native Americans have been treated badly by the white settlers, ever since the arrival of the Pilgrim Fathers; they have had their land taken off them, their food supplies taken away and their lifestyle suppressed. • The source is reliable to an extent – much of what is said is true, the Native Americans had lost land, their traditional lifestyle had been suppressed and they did feel downtrodden. <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 the Native Americans have been unfairly treated over the years. • It says that their traditional lifestyle has been destroyed. • The reliability of the source can be questioned – it is a one-sided viewpoint. <p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"> • Native Americans were treated badly. • They did not like what had been done to them. <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 about the role of women in American society? 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 differ because they describe the attitudes towards the role of women in two different decades, the 1950s and 1960s and display the change of attitude that occurred over that period of time. Source D represents the stereotypical view of the role of a housewife and mother in the 1950s. It is styled “The Good Wife’s Guide” and sets out the expectations of wives in the ‘50s. The wife was expected to run the home, take care of the children and be an attentive wife to her husband. She had little time for herself and should not engage in paid employment. This contrasts with the view outlined in Source E. This dates to the 1960s and is an extract from a celebrated book “The Feminine Mystique” which helped launch the Women’s Liberation Movement in the mid-1960s. Its author was Betty Friedan who emerged as one of the leading female activists of the 1960s. She wants women to question their role in society, to become more independent and even have careers of their own. She says that women should shake off the 1950s stereotype view and adopt a more independent and liberal lifestyle. Both sources represent views common in that particular decade and the circumstances under which they were written explains why they differ – Source D is a school textbook meant to educate girls about their expected future role, Source E is an extract suggesting rebellion, a rejection of traditional views. Source D reflects the values that women were expected to embrace, while Source E is at the forefront of a new era,</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 extract from a Home Economics school textbook in use in the 1950s. It is styled “The Good Wife’s Guide” and sets out advice on how to be a good housewife and run the home. It suggests that her primary role is a domestic one, being a loyal housewife and good mother. • Source E begins to question the traditional lifestyle and suggests that the mould needs to be broken. It is an extract from the book “The Feminine Mystique” written in 1963. It questions the role of women and calls for them to lead a more independent lifestyle – “I want something more than my husband and my children and my home.” 	10

Question	Answer	Marks
19	<ul style="list-style-type: none"> • Source D is from the 1950s and represents the established stereotypical view of the role of women in US society; it is from a school textbook and illustrates what is being taught to girls. Source E was written by a female activist who helped set up the Women’s Liberation Movement; Betty Friedan got women to question their role in society. The sources represent contrasting viewpoints. <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 represents the traditional views of the role of women in the 1950s – a dutiful wife, mother and organizer of the home. • Source E suggests that women should abandon this traditional role and become more independent and have careers of their own. • The sources represent viewpoints from two different decades, one the 1950s, the other the 1960s – attitudes changed over time. <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 represents the views of the 1950s – women need to be good wives and mothers. • Source E represents the views of the 1960s – women should shake off the old lifestyle. • The sources were written at different times hence the difference. <p>Level 1 (1–2 marks) Answer which offers generalized comments with limited reference to sources.</p> <ul style="list-style-type: none"> • The role of women changed. • Women got married and had children. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
20	<p>Study <u>all</u> the sources.</p> <p>“The role of women was the greatest social concern in America between the 1940s and 1960s.” 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, D, E, G. No = B, C, F. • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. • Formulates a reasoned conclusion – some of the sources confirm that the role of women was the greatest social change in the US between the 1940s and 1960s. During WWII women were encouraged to play their part in the war effort and enter the workplace (A); during the 1950s the stereotypical view of women was that of housewife and mother, thereby occupying an important place in society (D); during the 1960s women began to challenge this stereotypical image and this decade saw the birth of the feminist movement which encouraged women to lead their own lives (E); however, despite these changes a report in the 1960s concluded that women still faced inequality in the workplace, being paid less than men and experiencing limited promotional opportunities. Some of the sources suggest that this period faced other important social concerns; (B) highlights racial intolerance linked to the Zoot Suit riots of the 1950s; (C) highlights the inequality experienced by Native American Indians and a growing consciousness of Native American Indian nationalism; (F) illustrates humanitarian concerns with the country accepting Cuban exiles through Operation Peter Pan designed to evacuate children to the USA. The sources thus 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 evidence in the sources needs to be evaluated and therefore the overall judgment will be dependent upon the weight given to the source evidence. 	15

Question	Answer	Marks
20	<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 suggest that the role of woman was the greatest social change; in (A) Rosie the Riveter illustrates how women were encouraged into the workplace during the war years and many women continued in employment after the war; during the 1950s women were seen as occupying the important role of housewife and mother (D); during the 1960s the feminist movement began when women began to challenge traditional views (E); while their roles may have changed women still faced inequality in the workplace during the 1960s (G). • Some of the sources suggest that there were other important social changes during this period. Minority groups felt that they continued to be treated unfairly; in (C) the Native Americans feel that they have been robbed of their land, their lifestyle and their dignity by the white settlers; in (B) the Mexican immigrants were the subject of attacks during the Zoot Suit protests highlighting intolerance of migrants; the US support the evacuation of exiles from Cuba during the early 1960s via Operation Peter Pan (F) • Some of the sources offer one-sided viewpoints such as (E) the view of a leading Women’s Lib activist; (C) the view of a Native American who felt his people had been treated unfairly over the centuries; (A) a propaganda poster designed to persuade women to join the war effort. <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 that the role of women was an important social change; women support the war effort (A); they began the feminist movement during the 1960s to campaign for change (E); they struggled to achieve equality in the workplace • e (G). • Some of the sources suggest that other social issues were important; racial intolerance as seen through the Zoot Suit riots (B); the ill-treatment of Native Americans (C); humanitarian aid through Operation Peter Pan (F). <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 confirm that the role of women did occupy an important place in the desire for social change. • Some of the sources show that other social issues were a concern such as racial tension and the inequality of different groups. 	

Question	Answer	Marks
20	<p>Level 1 (1–2 marks) Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none">• The role of women was a concern.• The role of women was of little concern/ there were other more important concerns. <p>Level 0 (0 marks) No valid response.</p>	