

Cambridge IGCSE™

AMERICAN HISTORY (US)**0409/02**

Paper 2 Depth Study

October/November 2024

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 descriptions 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.

0409/02
American History
Paper 2
Depth Study
November 2023

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 use of new technology in the settlement of the West? 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:</p> <p>The source suggests that new technology played an important part in the settlement of the West. It shows the extensive use of wind pumps and their many uses. One of the problems facing farmers was a lack of water to sustain their cattle and water their crops. Wind pumps enabled dry areas to be supplied with water, pumped up from a bore hole. The poster shows water in a trough which is being used by horses and cattle as a water source. It also shows the railroad as an important method of transportation in the settlement of the Plains. The locomotives required a regular supply of water to fill their boilers, and the poster shows a steam train alongside a water storage tank with a wind pump situated alongside it. In the distance a town has been established. The source is an advert which is dated 1880 and the name on the wind pump is 'Halladay'. This type of wind pump with a moving head to catch the wind, was invented by Daniel Halladay in 1854 and he went on to establish a company to manufacture and sell windmills and wind pumps. The source illustrates the many uses of new technology and its importance in the settlement of the West.</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"> • It shows the use of new technology – wind pumps and the railroad. • The railroad helped to settle the West, providing transportation links. • It shows cattle and horses drinking from a water trough, allowing farmers access to a constant supply of water for their animals. • It shows a water storage tank which was used to provide water for locomotives. • It suggests that new technology like wind pumps and locomotives were important in the settlement of 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">• Wind pumps were used to supply water from underground.• They supplied water for animals to drink.• The railroad was an important method of transportation. <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none">• Wind pumps were tall.• The railroad can be seen. <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 how the West was settled? 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:</p> <p>The source is useful because it was written by a man whose family moved out West and settled in Dakota in the 1860s. He witnessed the changes that resulted from increased settlement of the Plains by homesteaders. The author states that during the 1870s more and more people were deciding to settle on the Plains; homesteaders were putting down claims for land, fencing off their sections. This was helped by the passing of the Homestead Act in 1862 and the invention of barbed wire in 1874. Instead of passing through the Dakota region on a wagon train heading West, settlers were now choosing to establish homesteads and farm the land. The author paints a rosy picture of how this settlement took place and is narrow in its focus. This limits its usefulness to the historian as it does not look at the bigger picture or refer to the development of open ranching and how this lifestyle became threatened during the 1870s and 1880s with the spread of homesteading.</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 information on how the West was settled. • It describes how, during the 1870s, the region of Dakota was settled by homesteaders who established farms and fenced off their land. • Month by month more and more homesteaders were settling on the Plains. • It was written by a man whose family moved out West and settled in Dakota in the 1860s; he therefore had good knowledge of how settlements established and grew. • However, the account is narrow in its focus and only refers to the actions of homesteaders, it does not mention the development of cattle ranching. <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 information on how the land was settled. • It says that settlers set up their farms, fenced off their land, and ploughed the land. • It was written by a man who witnessed this happening in the 1870s. 	7

Question	Answer	Marks
2	<p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none">• It says that there was change.• The wild meadows were fenced. <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 importance of the railroad in the settlement of the 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:</p> <p>The account is part of a speech delivered by Governor John Campbell at the first ever meeting of the Wyoming Territorial Legislature. As Governor of the newly formed territory Campbell will have had first-hand knowledge of the events which led to the formation of a system of government in Wyoming. In his opinion it was the arrival of the Union Pacific railroad in 1867 which was a key factor in helping to bring pioneers to settle in the area. He implies that the railroad was built quickly, (1867-69), which is accurate. He comments that settlement in Wyoming developed because of the railroad, unlike the process beforehand where the railroad was built to connect existing settlements. The Governor's views can be assumed to be reliable as they were based on his experience and the facts about the building of the railroad.</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 the view of the Governor of the territory of Wyoming who would have good knowledge of how and why pioneers settled in the new territory. • It suggests that the arrival of the railroad was the key factor, as it provided easy transportation into the territory. • The railroad caused the establishment of settlements along its line which was different to what previously happened. • The account confirms the fact that railroads were being built at speed at this time. <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 account is the view of the Governor of the territory of Wyoming. • He believes the arrival of the railroad was very important in the settlement of the territory. • The railroad was the cause of people settling. 	7

Question	Answer	Marks
3	<p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none">• The railroad was important.• People travelled by train. <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 of the effects of the transcontinental railroad? 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 sources are dated within a year of each other, yet they hold very contrasting views about the Transcontinental railroad. Source D is the view of a pioneer settler from the town of Laramie in Wyoming. He describes the impact of the arrival of the first train to stop at Laramie. While there were many respectable people who got off the train there was also a large body of lawless individuals. They were described as ‘tough’ characters and thugs, thieves and murderers, individuals who did not respect the law. Their lawless behaviour caused major problems in Laramie in the years immediately after 1868. This attitude contrasts sharply with the view expressed in Source E, an account written by Samuel Bowles who was the editor of a newspaper, who believed the building of the line from coast to coast was a great triumph of modern civilization. He also believed that the railroad would have a very positive impact upon life in the West. It would help to support trade and provide a speedy method of transport. He believed there would soon be a demand to build additional lines. The sources differ in their views because they represent the attitudes of different authors. Source D is the view of a settler who experienced first-hand the negative side of the arrival of the railroad, which gave the lawless element easy access to the West. Source E is the view of an individual who wrote in full praise of the railroad, believing it to be a dramatic piece of engineering, whose success would lead to the building of other lines. The circumstances of the authors and their standpoints help to explain why their views of the Transcontinental railroad contrast so sharply.</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 W. Owen, the son of a pioneer settler, who saw first-hand the type of people who arrived by train in his town of Laramie; he said that many of them were lawless individuals who had little respect for law and order. • Source E is the view of Samuel Bowles, a newspaper editor, who travelled on the first journey of the Transcontinental railroad; he thought the line was a fantastic piece of engineering which would quickly result in the building of other lines. 	10

Question	Answer	Marks
4	<ul style="list-style-type: none"> • The sources reflect contrasting attitudes; one who saw the negative side of the type of people who chose to settle in the West due to the easy means of transportation the railroad now offered; the other arguing that the railroad would help to secure the settlement of the West and spread civilization, viewing it as a positive impact. • One source is written by a newspaper editor, one by a settler and they have different interests. The editor will see it as opportunity/excitement, whereas the pioneer settler would see it as disruptive. <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 arrival of the railroad had a mixed impact, the negative side resulting in lawlessness from a percentage of those who settled. • Source E says that the Transcontinental railroad was a great triumph of modern civilization, a positive development that would cause other lines to be built. • The sources provide differing views, one positive, one negative, with the reasons why they think this. <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 that the arrival of the railroad had not been good for the town of Laramie. • Source E says the building of the railroad had been very good for the area and was a great triumph of engineering. • The authors have different viewpoints. <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 good and bad things about the railroad. • A railroad had been built. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
5	<p>Study <u>all</u> the sources (A, B, C, D, E, F, and G).</p> <p>“The spread of the railroad rather than changes in farming methods had the greater impact upon settlement in the West.” 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 = A, C, D, E. No = A, B, F, G. • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and reasons for it. • Formulates a reasoned conclusion – several of the sources confirm that the spread of the railroad did have the greater impact upon settlement of the West; this is demonstrated in Source C which comments upon how it was the building of the railroad that caused settlements to be established, which in turn led to the formation of the territory of Wyoming; the positive aspect of the railroad is also confirmed by Source E which comments that the building of the Transcontinental line will improve commerce and the governance of the territories; it says that its success will encourage other lines to be built; Source A also shows the train, suggesting its importance as a means of communication; in contrast Source D presents a negative view of the impact of the railroad, commenting that with the arrival of the train the town of Laramie in Wyoming had changed its character due to the arrival by train of lawless criminals and thugs. However, some of the sources suggest that changes in farming had the greater impact upon settlement of the West. Source A suggests that one of the biggest improvements in farming was the invention by D. Halliday of the wind pump which provided a source of water for cattle, crops and the railway in areas which suffered from low rainfall; Source F demonstrates that the development of farm machinery also had an impact and by using machines like McCormick’s harvesting machine farmers were able to cultivate larger areas of land but this also had the negative impact of reducing the number of farm hands required; Source G and to a lesser extent Source B, comment upon the impact of barbed wire which brought about the shift from open to closed ranching and also enabled homesteaders to protect their land from wandering herds of cattle. Changes in farming machinery and land use had a big impact upon life in the West. The sources therefore reflect varied views to support and challenge the hypothesis. • The answer has a supported and developed overall judgement. <p><i>Other relevant responses should also be credited.</i></p>	15

Question	Answer	Marks
5	<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 outline a variety of factors that had an impact upon life in the West. • Some sources confirm that the railroad had the greater impact; Source C says that it was the building of the railroad that directly led to the building of settlements in Wyoming and the creation of a Territory; Source E says the building of the Transcontinental line was the greatest triumph of modern civilization; Source A shows the use of the train as a means of transportation in the West; Source D, however, comments negatively, saying that the arrival of the first train brought with it an element of lawlessness which had a bad influence upon life in Laramie. • Some sources suggest that changes in farming methods had the greater impact; Source A shows the importance of the wind pump to provide a source of water; Source F shows the McCormick harvesting machine which greatly improved the ability of farmers to harvest their crops; Sources G and B comment upon the importance of the invention of barbed wire which transformed cattle ranching and helped homesteaders. • Some of the sources offer one-sided viewpoints such as Source B which provides a glamorised view; Source D which is critical of the railroad as it brought less law-abiding people to the area; Source E is the view of a newspaper editor who believed in the benefits the railroad would bring. <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 railroad did have the greater impact; it caused the settlement of land in areas like Wyoming (Source C); it stimulated trade and provided a good transport network (Sources E and A); it had its negatives allowing criminals to move into the area (Source D). • Some sources suggest that changes in farming methods had the greater impact; the invention of the wind pump to provide water (Source A); the introduction of farm machinery (Source F); the invention of barbed wire (Source G). • Many of the sources offer one-sided viewpoints: (B), (D) and (E). 	

Question	Answer	Marks
5	<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 spread of the railroad had the biggest impact.• Some of the sources suggest other factors were important such as the wind pump and barbed wire. <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none">• The railroad was important.• Other things were important to life in the West. <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 the suffrage movement in the early twentieth century? 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 the suffrage movement in the early twentieth century was very active. It shows a parade of suffragists along Fifth Avenue in New York in 1912 and confirms that one of their methods of highlighting their cause was by public parades and marches. It also suggests that the movement was well organised as it shows a large number of suffragists parading in an organised line. The leading suffragist is carrying the movement's flag, and the front row of ladies are either dressed in suffrage white dresses or in university caps and gowns to show the progress women had made in education. The white colour was intended to make them stand out and also to signify the virtue and purity they would bring to public life. The event was pre-planned and large crowds had gathered on the sidewalks to view the procession. Many of those in the crowd are men, suggesting that there was male support for the suffragist cause. The source therefore demonstrates the active nature of the suffragist cause, which had attracted widespread public interest and also interest from the press.</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"> • It tells us that the suffrage movement was very active in the early twentieth century. • It shows a parade along Fifth Avenue, New York, in 1912. • The suffragists appear organised and are wearing their white dresses; some are dressed in university gowns. • The parade had attracted a large crowd and the sidewalk is packed with people, many of whom were males. • It suggests that there was support for the suffragist cause. <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 shows suffragists walking along Fifth Avenue in New York. • Large crowds were watching the event. • It shows the suffragists were active in campaigning for the right to vote. 	6

Question	Answer	Marks
6	<p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none">• A number of women are walking down the street.• They are dressed in white. <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 organisation of the suffrage movement in the late nineteenth century? 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 to explain the emergence of the National American Women Suffrage Association (NAWSA) in April 1890; it records the formation of this new organisation which was the outcome of a four-day meeting between the leaders of two previously rival groups, the AWSA led by Lucy Stone and the NWSA led by Elizabeth Stanton. The source is a report from a newspaper, the <i>Johnstown Weekly Democrat</i>, dated April 1890, which being a Democratic paper appears to be fairly supportive of the suffrage cause. It comments upon the union of these rival groups, but it does not suggest whether this union would strengthen the organisation of the suffrage movement. It says that there were able younger members of the new association that would be capable of taking over the leadership and continuing the struggle once the current leadership had retired. Neither does it provide detail on how the new movement was to be organised, how many branches it would have across America, and how many members it expected to have. It also does not state that Elizabeth Stanton was elected as the first President of the NAWSA. The source is therefore limited in its range and this affects its usefulness to the historian.</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 as it reports upon the creation of a new suffrage organisation, the NAWSA. • It says it is the union of two former rival suffrage groups – the AWSA and the NWSA. • It says this merger took place in April 1890 after a meeting between the two groups. • The account, from a Democratic newspaper, is narrow in its focus and does not give any detail on how the new Association was to be organised or who would lead it. 	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 states that the NAWSA was formed in 1890. • It was formed as a result of the merger of two groups. • The source only talks about events in 1890 and does not refer to anything after that date. <p>Level 1 (1 mark) Answer that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • A new group had been formed. • Lots of things were happening at that time. <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 strength of the suffrage movement in the early twentieth century? 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 represents the view of the Illinois Association Opposed to the Extension of Suffrage to Women and was written in 1909 by Caroline Corbin, the President of this movement in Chicago. This movement was very opposed to the extension of the vote to women and was active in campaigning to keep things as they were. By 1909, no states had granted women’s suffrage since 1896 which suggests that the anti-suffrage cause was indeed gaining in popularity and was ‘sweeping over the country’, so much so that it had caused the suffrage movement to adopt more militant tactics. It suggests that as the suffrage movement had failed to have any success in the previous twelve years in persuading individual states to grant the vote to women, that they had been forced to adopt the militant tactics of the English suffragettes. Both New York and Massachusetts were now doing this. Those opposed to women’s suffrage were opposed to any campaigning for it, so the views expressed by the author are unsurprising and reliable especially in the condemnation of militancy – the tactics the author ascribes to the movement. However, the reliability of the source can be questioned as it appears to exaggerate the support for the Anti-suffrage cause and, indeed, was written by an anti-suffragist. It is also unreliable in suggesting that the suffrage movement was wholly militant when, in fact, by 1909 the suffrage movement was becoming divided, with some members led by Alice Paul believing in the adoption of more militant tactics, and other more moderate members led by Carrie C. Catt believing that this was not the correct approach. The source is also misleading in the strength it claims for the anti-suffrage movement.</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 suffrage cause had made little progress in the previous twelve years. • It exaggerates the support for the anti-suffrage cause. • It says that the suffrage movement had been forced to take more radical action and copy the methods used by English suffragists. • In New York and Massachusetts, they are using the militant methods used by English suffragists. • However, the source is exaggerated in its views and does not provide the bigger picture – the split emerging in the suffrage movement over which methods of campaigning to follow. 	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 suffrage movement had made little progress in securing female suffrage. • Support for the anti-suffrage cause was growing. • In some areas like New York suffragists were adopting new methods of protest. • It is the view of the anti-suffragists. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It says the movement was active. • It used noisy tactics. <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 opinion of the progress made by the suffrage movement by the early twentieth century? 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:</p> <p>The two sources present very contrasting views about the progress made by the suffrage movement. Source D comments that although, by 1902, female suffrage had still not been granted in every state, significant progress had been made in their cause. Public opinion had changed in their favour; women were now more active politically, getting involved in public speaking. They were also better educated and had experience of the world of business and the workplace. It is the belief of the author that suffrage would soon be granted. This is in sharp contrast to the view expressed in Source E in 1909. It comments that there is still a large percentage of the female population who do not want the vote; the opinion is expressed that female participation in the suffrage campaign has resulted in a decline in standards and in family life; women, it says, would be happy to leave politics to men. The two sources therefore contrast in their view. Source D is a reflection by Susan B. Anthony in a letter to her fellow suffrage campaigner, Elizabeth C. Stanton; both Anthony and Stanton had played leading roles in the suffrage campaign, fighting the cause for over fifty years. Anthony believed that the fight would soon be won but this was the view expected from such a veteran campaigner. The opposing view expressed in Source E which is a paper written by an association opposed to the extension of women's suffrage entitled 'Why the home makers do not want the vote'. The stated aim of this organisation was to campaign against the extension of the vote and to support its argument it blames the suffrage movement for the decline in family life as it has taken women away from the home. The circumstances of the authorships and their standpoints help to explain why they differ in their opinions so sharply.</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 represents the view of Susan B. Anthony, one of the leading figures in the female suffrage movement; she says that significant progress has been made, attitudes have changed in their favour, and they are close to obtaining the vote. • Source E represents the view of an association opposed to the extension of women's suffrage; it believes that the suffrage campaign had contributed to the decline in family life and that a large number of women do not want the vote; they would be happy to leave politics to their husbands. 	10

Question	Answer	Marks
9	<ul style="list-style-type: none"> • Source D represents the view of the suffrage leadership, Source E the view of the anti-suffrage movement; they contrast in their view of the progress made, one stressing the positives, the other the negatives. <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 that considerable progress has been made; women are more active in public life, in the workplace and are better educated; they have nearly achieved their goal of getting the vote. • Source E believes that there is little support among women for the vote; they would be happy to leave political matters to their husbands; they think female involvement in campaigning is bad for family life. • The sources have opposite opinions because of the differing beliefs of the two authors. <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 progress has been made; there is now growing support for female suffrage. • Source E believes that little progress has been made; the majority of women do not want the vote; it is bad for family life. • The two sources say opposite things about the progress made. <p>Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • They have different views about progress made. • They do not agree. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
10	<p>Study all the sources (A, B, C, D, E, F, and G).</p> <p>“Following the formation of the National American Woman Suffrage Association (NAWSA) in 1890, support for the cause of female suffrage grew stronger.’ 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, D, F. No = C, E, G. • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. • Formulates a reasoned conclusion – several sources suggest that following the formation of the NAWSA in 1890 the suffrage cause grew stronger; Source B records the union between two previously rival groups, the NWSA and AWSA to form a new association, the NAWSA; they will now present a united front and have a wealth of able leaders to direct their campaign; Source A shows an organised parade of members of the NAWSA in New York in 1912; it suggests they were organised and their procession had attracted large crowds; Source D comments that significant progress had been made over the previous fifty years and that in 1902 the movement was in a strong position, close to victory; Source F shows members of the NAWSA marching in 1913, carrying a banner saying they have over 1000 branches spread across 38 states which suggests considerable support. However, some of the sources cast doubt upon the depth of support. Source C comments upon support for the anti-suffrage cause which it says was sweeping across the country, causing the NAWSA to react by adopting more militant methods of campaigning; Source E suggests that the majority of women are not interested in politics and do not want the vote; they would be happy to leave voting to their husbands; Source G records the growth in anti-suffrage organisations since 1891, with branches being established in Massachusetts, Illinois and New York. This culminated in the formation of the National Association Opposed to Woman Suffrage in 1911. The sources therefore reflect views to support and challenge the hypothesis. • The answer has a supported and developed overall judgement. <p><i>Other relevant responses should also be credited.</i></p> <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 suggest support for the suffrage cause grew stronger after 1890; Source B comments upon the union of two rival groups to form the NAWSA which have strong leaders; Source A shows an organised parade of NAWSA members in New York in 1912 watched by large crowds; Source D says that the organisation was in a strong position in 1902 and was close to victory; Source F records that the NAWSA had branches in 38 states across America. • Some of the sources suggest that support was not that strong; Source C says support for the anti-suffrage cause was growing; Source E suggests that most women were not interested in politics and did not want the vote; Source G records the setting up of anti-suffragist associations after 1891 in several states. • Some of the sources offer one-sided viewpoints; Sources C and E represent the views of anti-suffragist groups opposed to female suffrage; Source D is the view of a very prominent suffrage leader who is reflecting with very positive eyes on progress made. <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 argue that support had grown stronger; Source B comments on the joining together of two rival suffragist organisations; Source A shows an organised parade by suffragists; Source D says the organisation had strong and active leaders; Source F records that the NAWSA had many branches. • Some of the sources suggest that support was not as strong as was claimed; Source C says that support for the anti-suffragist cause was growing; Source E says that many women did not want the vote and were not interested; Source G records the setting up of anti-suffragist associations in cities in several states. • 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"> • Several of the sources confirm that support for the suffragist cause did grow stronger after 1890; they were more organised and had many branches. • Some of the sources suggest that support was not that strong due to the growth of the anti-suffragists who opened branches in many states. 	

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">• Support for female suffrage was strong.• Many supported the campaign. <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 the reasons why Cuba wanted support from the USA? 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:</p> <p>The cartoon bears the title ‘Looking Forward’ and it show a figure on the left representing Cuba kneeling before the figure of Uncle Sam. It is meant to represent the appeal from the Cuban people to the United States for help and support in their rebellion against Spanish rule. To the left of the Cuban figure is a war scene showing a landscape ravaged by war with dead bodies lying on the ground, burning and ruined buildings, fire and smoke. The clouds of heavy thick smoke carry the labels ‘War’ and ‘Revolt’ and relate to the Cuban rebellion which commenced in 1898 and the labels ‘Famine’ and ‘Pestilence’ relate to the causes and consequences of that rebellion. The caption below the cartoon reads ‘if you leave me to myself it will mean the old troubles’ which indicates that without US support the rebels will not be able to shake off Spanish rule and life will continue to be one of hardship and poverty. However, with US support the Cuban people could secure ‘Power’ and ‘Prosperity’. The scene to the right of Uncle Sam shows the hope for a brighter future outside of Spanish rule, with the economic prosperity through the development of the islands agriculture and industry. The labels in the sky record the words ‘Peace’ and ‘Prosperity’ and they explain why the Cubans are asking for US support, believing that without that support the desire for peace and prosperity cannot be attained. The cartoon depicts the desperate plight of the Cubans and illustrates the reasons why they are asking for help.</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"> • It shows two figures, one in rags representing people of Cuba and the tall figure of Uncle Sam representing the US. • It shows that destruction was taking place across the island as the people of Cuba rebelled against Spanish rule. 	6

Question	Answer	Marks
11	<ul style="list-style-type: none"> • It shows the figure of Cuba appealing to the US for help and support in its rebellion. • The labels on the left-hand side of the sky represent the rebellion (war, revolt, famine, pestilence), while those on the right represent what the Cubans hope to achieve with US support (peace and prosperity). • The source suggests that the rebellion will not be successful if US support is not given. <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 shows a figure representing Cuba appealing to Uncle Sam for help. • Many buildings have been destroyed and set on fire; people have been killed. • The cartoon shows a before and after scene. <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> • One figure is kneeling before a tall man. • The cartoon is dark on one side and bright on the other. <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 reasons why some Americans thought the USA should take action to support the people of 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:</p> <p>The source is useful because it is part of a speech delivered to Congress by a Senator from Vermont. He had visited Cuba in March 1898 and was clearly shocked by what he saw on the island. He witnessed first-hand the effects of Spanish rule and the feelings of the Cuban people, which makes the source very useful. The Senator records that over 200,000 Cubans had died as a result of Spanish rule and the Spanish military commander of the island was disliked due to his harsh and barbaric methods of rule. Reference is made to the misgovernment of Spanish rule, the worst the Senator had known, and how the Cuban people are struggling to shake off their Spanish overlords and claim their freedom. The Senator states that he went to Cuba in the belief that the reports he had heard about Spanish misrule and harsh conditions had been over-exaggerated, but having made this visit, he was shocked by what he saw and confirmed that the situation was bad. He says that the harsh scenes ‘must be seen with one’s own eyes to be realised’. The source is very useful as it is an eye-witness account following an observation visit and is information delivered to Congress, at a time when there was intense debate about possible US involvement following the explosion on the USS Maine in February 1898. However, the source has its limitations as it represents just one perspective and is a little vague in its details.</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 as it was part of a speech delivered by a Senator to Congress in March 1898. • The Senator had just returned from an observation visit to Cuba. • The source highlights the harshness of Spanish rule on the island, with over 200 000 Cubans dead at the hands of the Spanish and its barbaric Spanish military commander. • It talks about misgovernment by Spain and the struggles of the Cuban people to claim their freedom. • The visit by the Senator took place in March 1898 and followed the Maine incident. • It was information delivered direct to Congress by a Senator who had witnessed the conditions first-hand which makes the source useful. 	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 a speech by a Senator who had just returned from Cuba. • It says that Spanish rule is disliked by the Cuban people and considered to be very harsh. • It was said in March 1898 when events in Cuba were getting tense. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • Conditions were bad. • People had died. <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 why the USA went to war with Spain in April 1898? Explain your answer using details from the source and 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:</p> <p>The source is from a newspaper editorial from April 1898 at the time when war was declared between the USA and Spain over events in Cuba. The <i>Hartford Post</i> newspaper was supportive of the initial attempts by President McKinley to prevent war and was against taking direct action. Its criticism of Congressmen who favoured war is, therefore, entirely reliable. However, it is unreliable in implying that all politicians were in favour of war and that all were opposed to any concessions the Spanish might concede. It is reliable in suggesting that the motives of those who wanted war was revenge for the sinking of the Maine, as this was a popular view at the time. The source is reliable in presenting the anti-imperialist view, in support of President McKinley's attempts to prevent war though its condemnation of Congressmen might be considered to be too general and unreliable in that respect.</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 an editorial from the <i>Hartford Post</i>, a newspaper published in April 1898; the paper was supportive of the President's reluctance to move towards war. • It suggests that the meetings of Congressmen just focused on one theme – the desire for war. • It suggests that Congressmen were not willing to consider alternative paths, such as accepting compensation for the loss of the Maine; allowing the US to send humanitarian supplies to Cuba; or allowing Spain to agree a withdrawal from Cuba. • It represents the viewpoint of the anti-imperialists who did not want to go to war. • The reliability of the source is limited as it portrays all Congressmen as warmongers and opposed to any accommodation with Spain. 	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"> • The source suggests that Congressmen wanted war with Spain. • They rejected alternative paths, such as compensation and negotiation. • It was published in a newspaper in April 1898. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • They wanted blood. • They wanted war. <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 opinion over the cause of the explosion onboard the battleship USS Maine in February 1898? 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:</p> <p>The two sources project very contrasting views as to the possible cause of the explosion onboard the battleship USS Maine in February 1898. Source D is an account of the explosion by an officer who was onboard the battleship at the time of the explosion. The officer was injured during the explosion, having been hit by flying debris. He describes first-hand what he saw and heard. He says that just prior to the explosion he had looked over the side of the ship and everything was normal, then there was a sudden explosion. He was aware of rumours that Havana harbour was full of mines laid by the Spanish but officers who had examined the water had found no signs of any. He does not believe that the Spanish had anything to do with the cause of the explosion. This contrasts sharply with the view expressed in Source E which is a newspaper report from the <i>New York Times & Advertiser</i> published two days after the explosion. The report has a dramatic headline ‘Destruction ... was the work of an enemy’, suggesting that the battleship had suffered an attack. It states that information received from its special correspondent in Havana reveals a strong belief among many Spaniards and American Naval personnel based in the city that the explosion was due to the setting off of a mine by the Spanish. A wire connected to a mine lodged near to the hull of the battleship was used to set off the explosion. It says that it was also the belief of Theodore Roosevelt, Assistant Secretary of the Navy, that the explosion was no accident and the newspaper was offering a \$50 000 reward for information that would convict the culprits. Source D represents the view of an eye-witness, a responsible officer onboard the Maine, who just presents the facts and makes no judgments, while Source E reflects the media hype whipped up by Yellow Journalism which was pushing for war, writing reports which were not based on firm evidence. This explains why the two sources differ in their viewpoints.</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>	10

Question	Answer	Marks
14	<ul style="list-style-type: none"> • Source D is the view of an officer who was onboard the USS Maine at the time of the explosion; he had looked over the side just prior to the explosion and had not spotted anything wrong; other officers had checked the waters of the harbour and had not found any mines; he does not believe the Spanish were to blame. • Source E is a newspaper report which believes the explosion was due to the actions of an enemy force; it believes the cause to be a mine which was deliberately exploded by the Spanish; it says there is a strong belief within Havana that this was a deliberate act and even Roosevelt, the Assistant Secretary of the Navy, held that view. • Source D just states the facts as recalled by an officer on watch, there is no blame given by the officer; Source E is a report from a newspaper which was speculation and not based on fact; it was part of the Yellow Journalism pressing for war with Spain. <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 does not believe that Spain was to blame for the explosion; the officer did not see any mine in the water and the harbour waters had been checked for mines. • Source E believes that Spain is responsible for the explosion; it triggered mine to explode alongside the hull of the battleship; many people in Havana believe it was a deliberate act. • The sources offer very contrasting views; one is stating the belief that Spain was not to blame, the other that Spain was directly responsible. <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 Spain was not responsible for causing the explosion. • Source E believes that Spain was responsible as it caused the mine to explode. • The sources are very different in their views. <p>Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • Both sources say different things about the explosion. • They do not agree. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
15	<p>Study <u>all</u> the sources (A, B, C, D, E, F, and G).</p> <p>“The sinking of the battleship, the USS Maine, was the main reason the USA went to war with Spain in 1898.” 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 = D, E, F. No = A, B, C, G. • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. • Formulates a reasoned conclusion – the sources suggest that the sinking of the USS Maine was the main reason the USA went to war with Spain in 1898; Source E is a newspaper report which carries the heading ‘Destruction of the warship Maine was the work of an enemy’ and goes on to conclude that the enemy was Spain which set off the explosion using a wire attached to a mine; it says the explosion was not the result of an accident but was deliberate and offers a \$50,000 reward for information to identify those responsible; Source F carries the same story, saying the explosion onboard the Maine was caused by a mine triggered by an enemy force, namely Spain; the newspaper was owned by the Yellow Journalist Joseph Pulitzer who pushed for war; Source D confirms that an explosion took place onboard the Maine but does not believe that Spain was to blame; these newspaper headlines were part of the campaign by Yellow Journalists who wanted war with Spain. However, some of the sources suggest other factors helped cause the breakdown in relations between the USA and Spain; Source A suggests humanitarian reasons, with Uncle Sam acting as a ‘peace maker’, attempting to stop the fighting in Cuba; Source B identifies American concern over the harsh treatment of the Cuban people at the hands of their Spanish rulers, with over 200,000 having died as a result of the barbarity of the Spanish military commander; there was a need for the USA to help Cubans struggling to attain their freedom; Source C suggests there was already a strong desire for war, that Congress wanted war, whether or not the Spanish agreed to pay compensation for the loss of the Maine, agreed to negotiate a withdrawal from the island, and suggests that Congressmen were gripped by war fever; Source G comments upon the widespread American concern over Spanish misrule, humanitarian concerns, and the actions of Yellow Journalism pushing for war by exaggerating the threat. The sources therefore reflect views to support and challenge the hypothesis. The answer has a supported and developed overall judgement. <p><i>Other relevant responses should also be credited.</i></p>	15

Question	Answer	Marks
15	<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. <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 the sinking of the Maine was the main reason; Source E is a newspaper account with the heading ‘Destruction ... was the work of an enemy’ and suggests the enemy was Spain because the Spanish had deliberately caused the mine to explode; Source F states that the explosion onboard the Maine was caused by a mine, pointing the finger at Spain; Source D confirms that the Maine was wrecked by an explosion but does not blame Spain. • Some of the sources suggest other factors as causes of the USA and Spain going to war in 1898; Source A focuses on humanitarian reasons for intervention, a desire of the USA to help its neighbour protest against Spanish rule; Source B claims that American concern over the harsh treatment of the Cuban people at the hands of their Spanish rulers was a cause of the need to intervene; Source C suggests that there was an appetite for war among Congressmen, they were gripped by war fever; Source G confirms humanitarian concerns, together with the actions of Yellow Journalism pushing for war. • Many of the sources offer one-sided viewpoints; Source A portrays Uncle Sam (the USA) at the saviour of the Cuban people coming to their rescue; Source C argues that Congressmen wanted war and is anti-imperialist in its standpoint; Sources E and F place the blame upon Spain but present little evidence to prove that country was responsible, rushing to a judgment before the outcome of an inquiry. 	

Question	Answer	Marks
15	<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 are supportive; Source E suggests that Spain caused the mine to explode; Source F suggests the explosion was caused by a mine and points the finger at Spain; Source D confirms that the Maine was rocked by an explosion. • Some of the sources suggest other factors; Source A suggests the US got involved for humanitarian reasons; Source B claims the US got involved because of the harsh treatment of the Cuban people by their Spanish rulers; Source C says that war fever had gripped Congressmen; Source G confirms humanitarian concerns and also the actions of Yellow Journalism. • Many of the sources offer one-sided viewpoints such as (A), (C), (E) and (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 support the view that the explosion onboard the Maine was the main cause of war; the actions of Spain pushing the USA to act. • Some of the sources suggest other reasons played a key role such as Yellow Journalism and humanitarian concerns. <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • The US had decided upon war. • The US wanted to help. <p>Level 0 (0 marks) No valid response.</p>	

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 religion in the United States in the 1950s? 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 religion was strong in the USA during the 1950s. It is dated October 1957 and it shows the Rev Billy Graham preaching to a large crowd in a sports stadium in New York City. Graham was one of the most popular evangelical preachers of the 1950s and the fact that he was using a sports stadium to hold a religious gathering confirms the popularity of the evangelical church at this time. The stadium looks full to capacity and there are no empty seats. The caption states that the Reformation Service was an annual event, again suggesting the strength of religious following during this decade. The source shows that some religious preachers could attract very large crowds and were very popular. Graham, Oral Roberts and Jack Coe being among the most well-known. They regularly held services in large venues. During the 1950s over half the US population attended church on a Sunday and this source helps to confirm that this was the case.</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"> • It suggests that religion was popular in the 1950s. • It shows the Rev Billy Graham preaching to a large crowd of religious followers. • It was an annual service held in New York City. • The stadium is full and there are no empty seats – helping to confirm that a large percentage of the population in the 1950s was religious. • Graham was a popular evangelical preacher and he was one of many who were active during this decade. • The American people were quite religious at this time, with up to half attending church on a Sunday. 	6

Question	Answer	Marks
16	<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"> • It shows a large crowd listening to the Rev Billy Graham. • He is preaching during the annual Reformation Day service. • The stadium in New York City is full. • It confirms that religious worship was strong in the 1950s. <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 a man talking to a large crowd. • He has his arms raised up in the air as if he is praying. <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 the impact of McCarthyism? 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:</p> <p>The source is very useful as it records examples of how media events were being cancelled because some of the performers had been accused of being possible Communists. The source quotes two examples, one being actress Jean Muir and how the broadcast of a TV show called ‘The Aldrich Family’ was pulled due to Muir being fired because she had been identified as a ‘leftie’ or Communist; likewise, a talk due to be delivered by Owen Lattimore had to be cancelled due to accusations made against him by Senator Joe McCarthy; a poll suggested the audience would stay away from the talk and so it was cancelled. The report appeared in ‘Time’ magazine in September 1950 at a time when the ‘Red Scare’ was beginning to take off – it reached its height between 1950-1954. The source is useful in showing the initial impact the Red Scare was having on popular culture in 1950 when McCarthy was just beginning to launch his accusations against leading figures in politics, the armed forces and popular entertainment. However, the source has its limitations as it does not provide any detail on how the impact of McCarthyism progressed after 1950 when the Red Scare grew in size. Historians would need to look at sources after 1950 to gain a full understanding of the impact, but this source is useful in showing the impact during the initial period of McCarthyism.</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"> • It is useful because it provides examples of the impact of McCarthyism. • It quotes the example of Jean Muir, sacked from her role in a TV show because she was accused of being a Communist. • Owen Lattimore’s talk was cancelled because McCarthy accused him of being a Communist. • The source is dated 1950 which was the start of the McCarthy era, a time when many people in politics and the media were being accused of being Communists. • However, the source only deals with the year 1950 which was at the start of the Red Scare. • Historians would need to examine other evidence of the impact of the 1950s. 	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 describes what happened during the Red Scare. • It describes how actors/lecturers were sacked because they had been accused of being Communist. • It suggests that McCarthyism was having quite an impact in the early 1950s. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It talks about Communists. • It mentions McCarthy. <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 suburban life in the 1950s? 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:</p> <p>The source is reliable as it is from an interview with a woman who lived in a suburb of Miami during the 1950s and experienced life in this community first hand. She describes the great feeling of achievement when she and her husband moved out from central Miami to live in the new suburbs in the late 1940s and how they were able to buy their first house together. She comments about being able to afford some of the new household appliances such as the electric washing machine and the refrigerator. She now had a back yard with the space to peg out her washing on a line. She mentions that it was then common for wives to be stay-at-home mothers, spending their day managing the home and looking after the children while their husbands were at work. The source describes a typical family unit of the 1950s, the stereo suburban lifestyle of a stay-at-home wife, a working husband, a one-car family owning their own home. This was a decade of consumerism with greater access to material goods and so what is said confirms with what was actually happening. The interviewee presents a very comfortable picture of life in the 1950s which she referred to as one of ‘quiet contentment and bliss’. However, the comments were made fifty years later, and the focus is all positive. While the source is reliable in being the view of a suburban wife who experienced life in the 1950s, it is very narrow in its focus and also ignores any negatives. It is the view of middle-class Americans and ignores how other classes and groups lived at this time. This will limit its reliability.</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 the view of a woman who lived in a suburb of Miami throughout the 1950s. • She experienced first-hand living the suburban life. • She presents a very positive picture of suburban life – being able to buy a house, but the new household appliances and own a car. This confirms the fact that the 1950s was a decade of consumerism. • She says that like most of her neighbours she was a stay-at-home wife, looking after the children while her husband went off to work. • The source is very positive in its account of 1950s suburban life, but it is a reflection made fifty years after the event; it is very supportive of suburban life and therefore very narrow in its focus. This will affect its reliability. 	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 upon the good things associated with the suburban lifestyle of the 1950s. • People could afford to buy their own homes and a range of household appliances. • Wives were stay-at-home mothers, spending their day looking after the home and the children. • The reliability of the source can be questioned as it is a reflection made fifty years later. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • The lady liked living in the 1950s. • She lived in a house and had a car. <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 attitudes towards the role of television in the 1950s? 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:</p> <p>The two sources differ in their attitudes towards the role of TV because they were written by two individuals who had different roles relating to the media industry. Source D represents the view of a journalist and TV critic who strongly believed that the TV industry did not reflect reality; it was being used to entertain and amuse and ignored the realities of what was going on in the world; the journalist argued that TV should be used to help educate people about the problems facing US society; it was a powerful medium which should be used to highlight issues and secure improvement. This contrasts quite sharply with the view expressed in Source E which is that of a TV producer who argued that the primary role of TV was that of entertainment and programmes therefore needed to be aimed at satisfying the majority of the viewing audience; programmes needed to strive to please up to thirty million people and for this reason TV programming had to be mainstream and geared towards mass taste; it ignored the controversial and problematic issues as these were not popular with audiences. The two authors held differing perspectives; the author of D was a TV critic whose role it was to review and question the quality and range of TV programming; on this occasion the TV critic uses the opportunity of addressing the Radio and Television News Directors Association in October 1958 to express his view that TV should reflect the reality of life in America, it should highlight the social, political and economic issues that need addressing. In contrast, the author of Source E was a TV producer whose job it was to make programmes that appealed to an audience of up to thirty million viewers; he commented to the Federal Communications Council in January 1959 that the main function of TV broadcasting was entertainment, satisfying the viewing wants of the US public. The circumstances of the authors and their standpoints therefore help to explain why their views differ so widely.</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 was a speech delivered by a journalist and TV critic to the Radio and Television News Directors Association in October 1958. The TV critic argued that the TV industry did not reflect reality in its programming; they geared towards popular entertainment and ignored the issues facing US society; he believed that TV could be used to educate the public about the issues that needed addressing. 	10

Question	Answer	Marks
19	<ul style="list-style-type: none"> • Source E is in sharp contrast and is the view of a TV producer who was addressing the Federal Communications Commission in January 1959. He argued that the main role of TV programming was entertainment, satisfying the wishes of an audience of up to thirty million viewers; producers were therefore under pressure to make programmes that the vast majority of viewers would watch, ignoring controversial and problematic issues. • Source D is the view of a TV critic whose job it was to question and pass judgement upon the quality of TV programming; he realised that the TV industry could be doing much more to educate and inform its viewers; Source E is the view of a TV producer whose job it was to make programmes that appealed to mass taste; he would therefore stick to mainstream programme making. <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 is the view of a TV critic who used his position to point out that the TV industry was too mainstream; it did not reflect or address the reality of life in the USA; he wanted to see this changed. • Source E is the view of a TV producer whose job it was to make programmes that appealed to a viewing audience of up to thirty million viewers; he would therefore make programmes which were mainstream and popular; that was his job. • The sources held opposite viewpoints – one from a TV critic who questioned the role and purpose of TV programming; the other was from a TV producer whose job it was to make programmes that would appeal to the majority of viewers. <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 is saying that TV programmes did not reflect life in the US; they ignored key issues and concentrated only upon entertainment value. • Source E is saying that TV programmes must reflect what the US public wanted to watch; they wanted to be entertained and programmes needed to have a popular appeal. • The sources are very different in their attitudes. <p>Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • Americans like watching TV programmes. • TV was popular in the 1950s. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
20	<p>Study <u>all</u> the sources (A, B, C, D, E, F, and G). ‘American society during the 1950s faced few challenges to its traditional values.’ 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, E. No = B, D, F, G. • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. • Formulates a reasoned conclusion – many of the sources confirm that American society faced few challenges to its traditional values during the 1950s. Source A shows the strength of religious observance during this period, particularly the growth of the evangelical movement; preachers like Billy Graham could attract large audiences as they preached traditional values; Source C displays the stereotypical suburban family unit of middle-class America – a young couple who have moved out of the centre of Miami to live in the cosy suburbs; they own their own home, have a car and many of the new household appliances; they represent the traditional family unit, the stay-at-home wife and mother and the working husband living in a peaceful environment; Source D demonstrates how the TV was being used to uphold and reflect traditional lifestyles; nothing controversial is being shown on the TV and it hides away from true reality; Source E confirms this, showing how TV producers were under pressure to produce programmes which would attract the largest audience figures; TV therefore reflected the majority view of traditional values. However, American society did face challenges during the 1950s and Source B highlights the impact of McCarthyism; the early 1950s witnessed the height of the Red Scare when many people in the media, politics and the armed forces were accused of being a Communist and being accused could cause you to be fired from your job; Source D appeals for TV producers to face reality and make programmes which focus upon problem areas and the challenges facing society; Source F makes reference to the Beat Generation, a movement which saw some people become beatniks, opting out of traditional society and its values; Source G builds on this and describes the teenage rebellion of the 1950s when many teenagers rejected the traditional lifestyle associated with their parents and developed their own fashions, music culture and joined gangs; it was a rebellion against accepted values and lifestyles. The sources therefore reflect views to support and challenge the hypothesis. <p><i>Other relevant responses should also be credited.</i></p>	15

Question	Answer	Marks
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 suggest there were few challenges; Source A demonstrates the strength of religious faith, the strong evangelical movement with its powerful preachers like Billy Graham who supported traditional values; Source C shows the typical suburban lifestyle of middle-class America, the focus being upon home ownership and family life, with a stay-at-home mother and a working father; Source D describes how TV programmes focus upon traditional themes, upholding the values of American society; Source E comments that TV producers were under pressure to produce programmes that would appeal to the majority view. • Some of the sources suggest that American society did face challenges; Source B records the impact of McCarthyism and the Red Scare, when many individuals were accused of being Communists; Source D suggests that TV should be used to showcase the challenges facing society to educate the public; Source F mentions the Beat Generation, when some people decided to drop out of traditional life and become beatniks; Source G comments upon the growth of the teenage rebellion, when youngsters rejected the lifestyle of their parents and adopted their own fashion, music and lifestyle. • Some of the sources offer one-sided viewpoints such as Source C which focuses solely upon the positives and only represents the views of middle-class America; in Source D the author is over-simplifying the traditional role of TV programming; Source F is an advertising poster designed to glamorise the Beatnik Generation and its lifestyle for Hollywood movie industry. 	

Question	Answer	Marks
20	<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;</p> <p>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 there were few challenges; Source A shows the strength of religious faith and the traditional lifestyle; Source C paints a picture of contentment and a good life living in the suburbs; Source D believes TV programmes uphold traditional values and do not challenge; Source E says that programmes were produced to appeal to the majority of viewers and would be traditional in their nature. • Some sources suggest there were challenges; Source B describes the impact of McCarthyism and the Red Scare; Source D suggests that TV programmes should focus on many of the challenges facing US society; Source F shows how some people dropped out of society and joined the Beat Generation; Source G talks about the teenage rebellion, when youngsters rejected traditional values. • Some of the sources offer one-sided viewpoints such as (C), (D) and (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 sources confirm that there were few challenges to traditional values during the 1950s; life was rosy. • Some sources show that there were challenges to traditional values when some groups adopted differing approaches. <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • People lived well during the 1950s. • American society was strong. <p>Level 0 (0 marks) No valid response.</p>	