



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

www.PapaCambridge.com

AMERICAN HISTORY

0409/02

Paper 2 Defining Moments

For Examination from 2013

SPECIMEN MARK SCHEME

1 hour 30 minutes

MAXIMUM MARK: 45

This document consists of **10** printed pages.

Notes

- The full mark range will be used as a matter of course. Marking must be positive. Marks may not be deducted for inaccurate or irrelevant material. Half-marks will not be used.
- Levels of response criteria are used for questions where a hierarchy of answers is possible. Each answer is to be placed in the level that best reflects its qualities. It is not necessary to work through the levels.
- In all levels, provisionally award the highest mark and then moderate according to the qualities of the individual answer.
- Arguments need to be supported with evidence. Lots of facts/dates are not required.
- No set answer is looked for to any question. The examples given in the marking scheme are indicative only and are not intended to be exhaustive or prescriptive. They are given only as examples of some responses/approaches that may be seen by an examiner.

Section A: Slavery before 1863

1 Study Source A.

What do you learn from this source about the trade in slaves within the Southern states? Explain your answer using details from the source and your knowledge.

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

Level 2: Description only. [3–5]

- Slaves sold for different reasons (“ingratitude”, redundant: death of wife, cost).
- Mothers separated from children (Eliza from Jennie) and its emotional effects.
- (letter was clearly in response to a plea from Eliza for Jennie to join her).
- Commercial priorities paramount (Eliza sold for money, Jennie not sold as she was “useful”, Eliza sold on again).
- Arbitrariness of trade (Eliza moved from Maryland to Louisiana).

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

Knowledge

- Slaves were an investment/property to be utilized fully so were bought and sold for commercial gain.
- Scale of interstate slave trade considerable (ca.25,000 slaves moved each year within the U.S. 1830–60).
- Movement from border states like Maryland to the Deep South (like Louisiana) and further West was increasing as new lands were opened.

2 Study Source B.

How informative is this poster about the reactions runaway slaves faced from others when on the run? Explain your answer using details from the source and your knowledge.

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

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

- Reactions of police and civil authorities who were prepared to uphold the law (“kidnappers” and “slave catchers” indicate hostility to fugitives).
- Reactions of friends of fugitive slaves prepared to help them evade the law (“cautioned” to “keep a sharp lookout”).

Level 3: Level 2 and addresses “How informative ...?” with knowledge or evaluation. [4–5]

Evaluation

- Context of Fugitive Slave Law (1850) explains timing of interest in fugitives and how they were to be treated.
- Mild tone of poster, with emphasis on the fugitives looking out for themselves, suggests limited commitment by others to help.

Knowledge

- The “underground railroad”.
- Reference to famous court cases on fugitive slaves.

- Personal Liberty Laws in some States confirm some authorities opposed the Fugitive Slave Law.
- Racism/Indifference to slavery was widespread in the North.

Level 4: Level 2 and addresses “How informative ...?” with knowledge and evaluation.

[6–7]

3 Study Source C.

How typical of the work of slaves on the land in the South are the activities shown in the photograph? Explain your answer using details from the source and your knowledge.

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

[1]

Level 2: Typical — based on content only.

[2–3]

- Physical labor
- Menial tasks
- Lack of mechanization
- Males and females

Alternative Level 2: Untypical — based on content only.

[2–3]

- Most worked on cotton plantations
- No indication of supervision and discipline of the overseer

Level 3: Level 2 and either knowledge or evaluation.

[4–5]

or

Alternative Level 3: Alternative Level 2 and either knowledge or evaluation.

[4–5]

Evaluation

- Stock, though valid, comments about the photograph as a “snapshot” of work.
- Variations in size of farms/plantations considerable so picture could be regarded as typical of small-scale operation on a farm rather than a large-scale plantation.
- Overall impression of “contented slave” consistent with bias of those who regarded slavery as benign and slaves as “happy/inferior”.

Knowledge

- Nature of daily/seasonal cycle of work.
- Comments about climate, quality of soil.
- Details about supervision/discipline.

Level 4: Level 3 and Alternative Level 3.

[6–7]

4 Study Sources D and E.

Is one source more reliable than the other in its views on how slaves were treated? Explain your answer using details from the sources and your knowledge.

Level 1: General comment: chooses one or the other with description only. [1–2]

Level 2: Chooses one with knowledge or evaluation. [3–5]

Level 3: Chooses one with knowledge and evaluation. [5–7]

Knowledge on D

- Desire to be free supported by number of fugitives, the Fugitive Slave Law, and slave revolts.
- Continuous work supported by knowledge of working day.
- Abuse of slaves supported by details about racist attitudes and physical abuse of slaves.

Evaluation on D

- Written by a slave who had gained her freedom: a personal account (how representative?).
- provides weighted account ignoring variations in system between regions, masters, etc.
- Some accounts were deliberately exaggerated or even made up.

Level 3 Alt: Considers both with knowledge or evaluation only. [5–7]

Level 4: Considers both with knowledge and evaluation. [8–10]

Knowledge on E

- Details about provisions made for slaves (sustenance, housing, medicine, etc.).
- paternalism as typical of social attitudes could be discussed.

Evaluation on E

- Written by slaveholders with a vested interest in presenting slavery as good for the welfare of slaves, yet
- hints that slaves not happy (relations between masters and slaves not always cooperative).

N.B. If a judgment is reached as to which of the two is **most** reliable, an extra mark should be awarded at Levels 3–4.

5 Study Sources F and G.

How adequate are these sources as evidence for the debate about the effectiveness of slave labor? Use the two sources and your knowledge to explain your answer.

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

Level 2: One-sided answer: either agrees or disagrees. [3–6]

Agreement

Sources indicate that slavery was effective.

F – slave owners consider slaves did “as well as might be expected”.
slavery provided for the needs of slaves.

G – slavery was “productive”/“more useful than other labor” (free labor).
development of the South due to slavery/food and clothes for people.

Knowledge

- F – success of Southern agriculture (especially “King Cotton”).
wealth of some planters.
- G – slaves used in railroads, industry, etc.
expansion of slavery West (Texas, Kansas)/export trade.

Disagreement

- Sources suggest slavery ineffective.
- F – slave labor was inefficient (“brute force”, slow).
slaves lacked incentive with no care “whether his labor is productive or not”.
- G – slaves working as individuals were less effective than groups.
recognizes “indolence and unskillfulness” of slaves.

Knowledge

- F – degradation of the land by over-cropping.
lack of industry in the South.
- G – need to apply strong discipline to work slaves.
problem of runaways/resistance.

Evaluation

- F – a Northern perspective from a businessman with experience with free labor, yet frequent traveler in Virginia so some insight into slavery as a labor system.
- G – a Southern perspective and the views of a leading spokesperson for slavery, yet accepts slavery was imperfect.

Level 3: Two-sided answer: agreement and disagreement but imbalanced. [7–10]

Level 4: Two-sided answer: agreement and disagreement and balanced. [11–15]

N.B. At Levels 2–4

- If knowledge only: mark at the lower end of the Level.
- If evaluation only: mark in the middle of the Level.
- If knowledge and evaluation: mark at the top end of the Level.
- If a judgment is provided at any of these Levels, an additional mark may be awarded.

Section B: The U.S.A. in the Cold War before 1963

6 Study Source A.

What does this cartoon tell you about American views of the Soviet Union at the end World War Two? Explain your answer using details from the source and your knowledge.

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

- The Soviet Union was aggressive.

Level 2: Description only: identifies views. [3–5]

- Soviet Union was powerful (size of bear).
- Soviet Union was expansionist (bear grasping the globe).
- Soviet Union was rapacious/impatient (tongue, mouth dribbling).

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

- American views consistent with fear of communism dating back to 1917.
- Soviet Union occupied most of Central/Eastern Europe.
- Experience of disagreement with U.S.S.R. at Yalta and Potsdam.
- In general, the U.S. did not trust the U.S.S.R.

7 Study Source B.

“The U.S.A. airlifted supplies to Berlin from 1948 to 1949 because it was in U.S. interests to do so.” Explain whether you agree or disagree with this statement using details from the source and your knowledge.

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

Level 2: One-sided answer: selfish or unselfish — based on interpretation of content only. [2–3]

- Selfish: The blockade threatened U.S. plans for Western Germany.
To stop U.S.S.R. plans to score a major victory.
- Unselfish: The West Germans wanted the U.S./its allies to stay in Berlin.
To prevent slow-down of European recovery.
To prevent the starvation of Berliners.

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

Evaluation

- Reliable as Truman covers both selfish and unselfish motives.
- Possibly unreliable given the nature of some memoirs and the blandness of recollections.
- Awareness that most points made, even if U.S. acting for apparently unselfish motives, could be seen as to the advantage of the U.S.: matter of judgment.

Knowledge

- Airlift set in context of Cold War and the significance of holding Berlin in terms of the struggle between both sides.
- Broader concerns in the West about Russian threat to democracy and freedom (occupation of Central/Eastern Europe and ambitions to export communism) to explain reference to U.S. plans for Western Germany.

- Problems of European economy (unemployment, wrecked infrastructure) to explain recovery.
- The A-bomb to explain why Russia would not risk war.

Level 4: Level 2 and with knowledge and evaluation.

[6–7]

8 Study Source C.

How completely does the photograph illustrate the nature of the military conflict in the Korean War (1950–53)? Explain your answer using details from the source and your knowledge.

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

[1]

- It shows fighting took place in the mountains.

Level 2: Description only: identifies useful information.

[2–3]

- Fighting was in the mountains (reference to the terrain).
- Fighting was guerrilla warfare (numbers on both sides were small).
- Soldiers endured extreme hardship (exposed to elements, clothing).
- U.N. had the upper-hand (they have captured the Chinese).

Level 3: Level 2 and addresses “How completely ...?” with knowledge or evaluation. [4–5]

Evaluation

- It does not provide information about fighting in the South where larger armies were deployed.
- The photograph gives no hint of the naval or air war that was also conducted.
- The impression that the U.N. had upperhand is misleading as fortunes fluctuated.

Knowledge

- The U.N. advance across the 38th Parallel from mid-October and the intervention of the Chinese as U.N. forces approached the Yalu River could be used to explain the content of the photograph. Similarly, knowledge that U.S. forces comprised the bulk of the U.N. force could be made clear.
- Knowledge about specific military events, such as the earlier squeeze on Pusan and the landings at Inchon, and the subsequent deadlock on the 38th Parallel, could be mentioned to demonstrate the limitations of the photograph.

N.B. Candidates are likely to evaluate the source with knowledge, and if the answer is integrated in this way then marks from 4 to 7 will be allocated according to the extent of the assessment.

Level 4: Level 2 and addresses “How completely ...?” with knowledge and evaluation.

[6–7]

9 Study Sources D and E.

Why do these sources differ in their assessment of how President Kennedy handled the Cuban Missile Crisis of October 1962? Explain your answer using details from the sources and your knowledge.

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

Level 2: Offers reason(s) based on either content only or evaluation only. [3–5]

Content only

- On conflict: D argues the U.S. had strength to defeat U.S.S.R.
E argues war would have resulted in defeat of both.
- On consequences: D argues JFK's policy left the U.S.S.R. in the Caribbean.
E argues policy of bluff set dangerous precedent.
- On Kennedy: D argues his policy was mistaken and a chance was lost.
E argues it is mistaken to regard him as a peacemaker.

Evaluation only

- On motive: D = supporter of Batista so bitter at lost chance to remove Castro.
E = journalist searching for realistic assessment of JFK at a time of national mourning and tendency to exaggerate his reputation.
- On context: D = written six years later when no further progress made against Castro and Missile Crisis seen as one of a series of 'failures', including Bay of Pigs.
E = tension of 1962 still evident in 1963.

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

Knowledge on D

- provides details of negotiations and agreement reached between both sides.
- provides details about the military/nuclear strength of both sides.
- by 1968, U.S. heavily involved in Vietnam whereas Cuba not a major concern.

Knowledge on E

- details about blockade and military forces on DefCon 2.
- reality of fears of nuclear holocaust at the time (public panic, etc.).

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

10 Study Sources F and G.

To what extent was the defense of freedom the aim of American foreign policy before 1963? Use the two sources and your knowledge to explain your answer.

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

Level 2: One-sided answer: either agrees or disagrees. [3–6]

Agreement

Sources indicate that foreign policy aimed to defend freedom.

F – refers to the importance of “freedom” and “free institutions”.

G – the defense of “liberty” is worth “any price”, etc.

Knowledge

- F – insecurity and “political danger” in Europe after 1945, and even if “policy not directed against any country or doctrine” with the Soviets attempting to impose themselves in E. Europe, the implication is that communism was a threat.
- G – context of consolidation of communism in Central/Eastern Europe (defeat of Hungary, Rising, tensions in Berlin) and Asia (China/Korea).

Disagreement

Sources suggest other aims too.

- F – peace and stability is stressed: references to an “assured peace”, “political stability”, and “against ... chaos” might be made. Also, the humanitarian concerns of U.S.A. are outlined but with an indication that the economic interests of the U.S. would be served in addressing these issues.
- G – peace emphasized: references to “quest for peace”, “control of arms”.

Knowledge

- F – context of World War II and wide desire for peace, especially in the U.S.A. civil war in Greece.
economic benefits to U.S.A. of financial aid to Europe.
- G – the arms race since 1945 and the dangers of proliferation.
the threat of nuclear war.

Evaluation

- F – address to an academic audience and, more widely, the U.S. public, so a need to present a convincing case, highlighting the selflessness of the U.S.A. but also the need to assure the U.S.S.R. that the Plan was not a threat to them.
- G – idealism typical of an inaugural speech, and aware of his responsibility as leader of the “free world”, and global desire to deal with the nuclear danger.

Level 3: Two-sided answer: agreement and disagreement but imbalanced. [7–10]

Level 4: Two-sided answer: agreement and disagreement and balanced. [11–15]

N.B. At Levels 2–4

- If knowledge only: mark at the lower end of the Level.
- If evaluation only: mark in the middle of the Level.
- If knowledge and evaluation: mark at the top end of the Level.
- If a judgment is provided at any of these Levels, an additional mark may be awarded.