

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 2015 series**

### **0409 AMERICAN HISTORY (US)**

**0409/02**

Paper 2 (Defining Moments), maximum raw mark 45

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**Section A: Native Americans, West of the Mississippi, 1840–1890**

**1 Study Source A.**

**In what ways was the horse important to Native Americans on the plains? Explain your answer using details from the source and your knowledge.**

**Level 0: No evidence submitted or response does not address the question [0]**

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

- The horse was of great benefit to the Plains Indians in many ways.

**Level 2: Description only: identifies details [3–5]**

- The horse gave Plains Indians strength ('power and freedom').
- Horses were a measure of wealth ('calculated by the number of horses a man possessed').
- The horse allowed 'mobility' ('not confined to the fringe of the plains' and 'able to roam the plains').
- Horses were used to move possessions ('carry all their belongings').
- The horse helped the Plains Indians to hunt ('kill buffalo easily') to the extent that they did not have to till the land ('they were used to farming but that is forgotten').

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

- Details about the nomadic way of life of most Plains Indians (moved with the seasons and the buffalo herds).
- Importance of the buffalo (food and materials) which explains the shift from farming to hunting.
- Skills of Indians as the 'finest riders in the world' (bareback, manoeuvrability).
- Geographical features of the Plains (conducive to the horse).

**2 Study Source B.**

**Does this painting show that the religious practices of Native Americans were 'barbaric'? Explain your answer using details from the source and your knowledge.**

**Level 0: No evidence submitted or response does not address the question [0]**

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

- Agrees or disagrees.

**Level 2: Either agrees by description only [2–3]**

- Worship of the sun.
- Decoration of the body (use of paint and willow baskets).
- Deprivation (four days without food or sleep).
- Brutality (skewers through their skin attached to pole until they tore free).

**Or, disagrees by description only [2–3]**

- Honouring the creative force of nature.
- Formality of the ritual.
- Marking the bravery of young men.
- Use of whistles to disguise pain.

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**Level 3: Level 2 and addresses ‘does this account support the view’ either with knowledge or evaluation** [4–5]

Knowledge

- Sun Dance was an annual ceremony, lasting about a week in late summer or early autumn.
- Practice varied from tribe to tribe but all involved an element of suffering and pain as a rite of passage from boyhood to manhood.
- Details about belief in the Great Spirit and other spirits.
- The role of the Medicine Man.
- The importance of ritual (daily devotions, death ceremonies, singing and dancing, etc.).

Evaluation

- The accuracy of the account may be questioned as the recollection of an individual.
- Yet, the author worked for the Bureau for Indian Affairs and was likely to have direct experience of the ceremony. Indeed, some officials were Native Americans employed by the Bureau.
- The account chimes with those of others e.g. Catlin observed the Sun Dance many times and his paintings of the event describe similar scenes.
- The account shows how it was performed by one tribe but the ceremony did differ between tribes.
- Perceptions of what constitutes ‘barbaric’ are subjective.

**Level 4: Level 2 and addresses ‘does this account support the view with knowledge and evaluation** [6–7]

### 3 Study Source C.

**How reliable is this source about the care of the weak and needy in Native American society? Explain your answer using details from the source and your knowledge.**

**Level 0: No evidence submitted or response does not address the question** [0]

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

- It is reliable because it is the testimony of a Native American.

**Level 2: Description only** [2–3]

- Young warriors were charged to ‘feed the helpless’.
- There was special concern for ‘the old and feeble’ and ‘some who have little children’ but in both cases no ‘sons’ or ‘man’ to look after them.
- Emphasis on sharing food with others (‘whatever you kill shall be theirs’).
- Sense of duty to look after the weak and vulnerable (‘this was a great honor’).

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**Level 3: Level 2 and addresses ‘how reliable’ with either knowledge or evaluation** [4–5]

Knowledge

- Old people were regarded with great respect for their experience and wisdom.
- Children needed to be nurtured to provide the warriors and hunters of the future.
- Generosity to others was regarded as a virtue higher in rank than bravery or skill in hunting.
- Deference to their elders was universal amongst young Native Americans.
- Native American communities were tight-knit and self-contained.
- Details about the importance of the buffalo for more than simply food for the weak and needy.

Evaluation

- Black Elk hunted in the 1880s and understood the dependence of the Oglala Sioux on the buffalo.
- His recollections may be questioned for their accuracy, written so long after the 1880s, yet the testimony of others (Native Americans and white men) concurs.
- Black Elk’s testimony is flawed in so far as the Sioux (and other tribes) were always on the move following the buffalo, so the old and weak, if unable to walk or ride, were left behind.

**Level 4: Level 2 and addresses ‘how reliable’ with knowledge and evaluation** [6–7]

#### **4 Study Sources D and E.**

**Is one of these sources more useful than the other as evidence of the attitude of Native Americans to the land? Explain your answer using details from the sources and your knowledge.**

**Level 0: No evidence submitted or response does not address the question** [0]

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

- Source D is more useful because the Chief explains his views.

**Level 2: Description only based on content of one source** [3–4]

Source D

- The land was holy (‘this country is sacred to my people’).
- Native Americans felt a bond with the land (‘rocks ... thrill with memories’).
- Land linked Native Americans to their forebears (‘the very dust ... is the ashes of our ancestors’).
- Land could not be owned (‘you do not own it’).

**Level 3: Description only based on content of both sources** [5–6]

Source E

- Native Americans were prepared to defend land against those who claimed it (painting shows them attacking the U.S. Army).
- Agreements made concerning the land should be honoured (Treaty of Laramie had guaranteed the land in question).
- The land was worth killing and dying for (detail of painting).

**Alternative Level 3: Level 2 and addresses question based on content and either evaluation or knowledge** [5–6]

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**Level 4: Level 3 and addresses question based on content and either evaluation or knowledge** [7–8]

Evaluation

*Authorship:*

Source D – as the Chief of the Suquamish tribe he represents the views of his contemporaries and previous generations.

Source E – the painting is a work of the imagination.

*Nature of evidence:*

Source D – uncertainty is acknowledged about the derivation of the evidence which casts doubt on its authenticity.

Source E – the artist was reliant on information about the event which is both limited and controversial yet Paxson did considerable research before painting.

*Time and Place:*

Source D – a time of westward movement to California and Oregon and an early indication of how the attitude of Native Americans to the land was to cause friction with settlers.

Source E – painting was done 23 years after the event so artist possibly influenced by the subsequent veneration of the heroism of Custer and his men.

Knowledge

- In both cases the Indians had been offered money for the land but refused it on the grounds that they did not own it, so could not sell it (Source D) and that the land was sacred (Source E).
- Native American tradition and practice confirms the attitudes of Source D to be reliable (religious belief in spirits – cross reference to Source B possible – and the veneration of the old and the dead – cross reference to Source C possible).
- Chief Sealth did not sell the land and the Sioux and their allies did massacre Custer's force suggesting the attitudes of the Native Americans expressed and illustrated in the Sources were sincere and deeply held.

**Alternative Level 4: Level 2 and addresses the question based on content and evaluation and knowledge** [7–8]

**Level 5: Level 3 and addresses the question based on content and evaluation and knowledge** [9–10]

## 5 Study Source F.

**Does this source confirm that white men were completely intolerant in their attitude to Native Americans? Use the source and your knowledge to explain your answer.**

Content: evidence that views were intolerant.

- They were condemned as lazy ('their idleness').
- They did not look after property ('wasteful use of property').
- They were parasites ('living off the generosity' of others).
- Dismisses the Indian Bureau as 'idiotic'.
- They were a drain on resources (reference to how 'costs' were too high).
- The ideal would be to separate the Native Americans from white men (either by placing them in the 'Indian Territory' or removing them altogether: 'the only truly good Indians are dead ones').
- Meeker became disillusioned and 'accepted the truth of the border truism'.

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Content: evidence that views were tolerant.

- Obligation to help the Indians (the Indian Bureau is described as ‘caring’).
- Meeker, of the White River agency was of ‘the firm belief he could manage the Indians’.
- Meeker is described as ‘a friend of the Indians’.
- Meeker and, by implication those employed by government, believed that a sympathetic approach to Native Americans would be successful (‘kind treatment, patience and good example’).

Knowledge for both positions from Sources A–E and, in addition:

*Intolerant views* supported by

- Examples of massacres of Native Americans (Sand Creek, 1864; Wounded Knee, 1890).
- Removal of Native Americans from land wanted by white men.
- Destruction of the buffalo.
- Construction of railways through land on which Native Americans relied.
- Hostility to traditions, religion, life-style of Native Americans.

*Tolerant views* supported by

- Government treaties with Native Americans (Treaties of Laramie).
- Work of missionaries with Native Americans (Jesuits and religious groups).
- The reservation system.
- Steps taken to assimilate Native Americans.

Evaluation

- The source is, essentially, the view of one man though he purports to know the views of others.
- The views expressed are focused on one tribe, the Utes.
- The passage is intended to stir and shape popular opinion against the Utes to serve the political aim of the author rather than represent popular views as they were.
- Written just a year after Custer’s reverse at Little Big Horn, perhaps the author was emboldened by the outrage it generated to express his views firmly.

<b>Level 0: No evidence submitted or response does not address the question</b>	<b>[0]</b>
<b>Level 1: General assertion rather than explanation</b>	<b>[1–2]</b>
<b>Level 2: <u>One-sided</u> answer: <u>either</u> agrees <u>or</u> disagrees</b>	<b>[3–8]</b>
<b>Level 3: <u>Two-sided</u> answer: for and against but <u>imbalanced</u></b>	<b>[9–11]</b>
<b>Level 4: <u>Two-sided</u> answer: for and against and <u>balanced</u></b>	<b>[12–14]</b>

At Levels 2–4:

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

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**Section B: The Presidency of Harry S Truman, 1945–1953: Domestic and Foreign Policy**

**6 Study Source G.**

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

**Level 0: No evidence submitted or response does not address the question [0]**

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

- The ‘Fair Deal’ was not what it seemed.

**Level 2: identifies message [3–5]**

- The Fair Deal, and ‘American Prosperity’ was a facade propped up by unsound factors such as war spending and inflation (refers to some of the points in Alternative Level 2).

**Alternative Level 2: Description only: identifies details [3–5]**

- Great fanfare made about the Fair Deal (band, slogans: Fair Deal on the drum and the pennant).
- Politician on the platform (representing Truman?) and those in the top windows (Democrats?) exhorted the public to support it.
- The Fair Deal was based on war spending and inflation (the two beams).
- People seemed to be impressed with the Fair Deal (crowd).

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

- Although formally announced in January 1949 Truman had pursued policies that comprised his Fair Deal since 1949 so the cartoon is a comment on his presidency as a whole.
- To some extent the cartoon was correct. Inflation made it easier for the government to spend money and the Korean War did much to stimulate growth.
- However, other factors were important in stimulating the economy: exports, increased productivity etc..
- The Fair Deal did deliver some if not all it promised. Civil rights were improved for African Americans, there was some improvement in housing but reform in education and health care were blocked. The dominance of the Republicans, but also the opposition of right-wing Democrats, was a problem for Truman.

**7 Study Source H.**

**Does this Act indicate that Congress favoured businessmen rather than workers? Explain your answer using details from the source and your knowledge.**

**Level 0: No evidence submitted or response does not address the question [0]**

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

- Agrees or disagrees.

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**Level 2: Either agrees by description only [2–3]**

- Strike action was condemned (considered ‘unfair’ to strike if the objective was ‘to force the employer to concede to its demands’).
- Strike action restricted (labour organizations ‘must serve a written notice sixty days’ beforehand).

**Or, disagrees by description only [2–3]**

- Employees rights in the work place were confirmed (‘form labor organizations’ and ‘to bargain collectively’).
- Labour organizations were to enjoy independence (‘it shall be unfair for an employer to interfere with the administration of any labor organization’).
- Employers were expected to negotiate with employees (‘it shall be unfair for an employer ... to refuse to bargain with his employees’).

**Level 3: Level 2 and addresses ‘does this Act indicate’ either with knowledge or evaluation [4–5]**

Knowledge

- Post-war problems in the labour market: industrial disputes (in 1946, strikes in coal, railways and most major industries) the result of demands for pay rises to match inflation.
- Labour organization much stronger by 1945 than earlier (15 million members = 36% of non-agricultural workers).
- Congress controlled by Republicans who favoured business (mid-term elections of 1946 gave them substantial majorities in both houses). Robert Taft, Senate Majority Leader, was particularly pro-business.

Evaluation

- Candidates may argue that the relative importance of the terms suggests the law favoured businessmen. Allowing labour organizations to bargain did not commit the employer to address the demands of labour. Also, the word ‘unfair’ is deployed to favour business. If it was unfair for the latter to interfere in the administration of a labour organization it was not made illegal. In similar vein, although it was ‘unfair’ for a union to strike in pressing its demands, that did not preclude such action but only after giving 60 days’ notice.
- The Act coincided with the start of McCarthyism and the drive against communists. The strike was considered to be a communist tactic.
- Truman vetoed the Act, aware it hurt the unions on whose support he relied.
- While the Act symbolised the start of union decline it made little difference.

**Level 4: Level 2 and addresses ‘does this Act prove’ with knowledge and evaluation [6–7]**

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## 8 Study Source I.

**How useful is this source about Truman’s attitude towards African Americans? Explain your answer using details from the source and your knowledge.**

**Level 0: No evidence submitted or response does not address the question [0]**

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

- The Order was significant as it advanced the civil rights of African Americans.

**Level 2: Description only [2–3]**

- Truman believed African Americans, and other groups, should be treated the same as any other ('there shall be equality of treatment and opportunity ... in the armed services').
- Truman’s priority was the strength of the armed forces (speed of implementation was to be determined by its impact on 'efficiency or morale').
- Truman was determined to force the reform despite the resistance he knew there was to the change he proposed ('all departments ... of the Federal Government must co-operate').

**Level 3: Level 2 and addresses 'how useful' with either knowledge or evaluation [4–5]**

Evaluation

- The lag between the announcement of the Order and its full implementation (1948–1954) indicates the degree of resistance and/or opposition to the Order within the armed forces and government.
- Truman may have been motivated by the impending presidential election as he hoped the Order would win him the votes of African Americans in the North (those in the South were already secure) without losing many white segregation voters given they voted for right wing candidates anyway.
- The Order applied to the armed forces only and, though important, this was of benefit to a minority of African Americans.

Knowledge

- African Americans had fought in the armed forces since the Civil War and most recently in WW2.
- The establishment of CORE in 1942 increased pressure for change.
- The outbreak of the Korean War speeded up the implementation of the Order without which it may have taken even longer to effect.
- The Order might be regarded as part of Truman’s 'Fair Deal'.

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

## 9 Study Sources J and K.

**Is one of these sources more useful than the other as evidence about the U.S. economy during the Truman presidency? Explain your answer using details from the sources and your knowledge.**

**Level 0: No evidence submitted or response does not address the question [0]**

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

- Source K is more useful because it is broader in its scope.

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**Level 2: Description only based on content of one source** [3–4]

Source J

- Hard work is rewarded ('because we Americans produce so much for every hour we work we earn more').
- Productivity has been going up for the last 100 years ('has increased almost one-fifth every 10 years since 1850').
- Confidence was high (when asked 'can we do it again', Father replied, 'certainly we can!').
- The importance of working together for the common good is stressed ('If everybody teams up ... we can ... have real security for *all* our people').

**Level 3: Description only based on content of both sources** [5–6]

Source K

- Demand increased after the war ('there was an expanding consumer market').
- Implies productivity increased ('Business was eager to use recent advances in technology').
- People were earning more ('national income almost doubled').
- Fewer people worked on the land ('the shift in labour away from farming has continued').
- There was inflation ('prices rose, especially in the 1946–48 period').
- The Korean War provided an economic stimulus ('especially favourable for our manufacturing industry').

**Alternative Level 3: Level 2 and addresses 'more useful' based on content and either evaluation or knowledge** [5–6]

**Level 4: Level 3 and addresses 'more useful' based on content and either evaluation or knowledge** [7–8]

Evaluation

*Authorship:*

Source J – the purpose of the Advisory Council was to encourage consumption which explains its emphasis.

Source K – the Department of Commerce was responsible to Government and the public and, arguably, was more objective.

*Nature of evidence:*

Source J

- Comments are partly speculative, painting a picture of the future it would like to see.
- Yet, points about productivity and income are supported by Source E.
- Limited range of points and overwhelmingly positive, though a hint of criticism, with the first word of the phrase, 'if everyone teams up' implying that might not be the case.

Source K

- The information is stated without passing judgement.
- Some points are not explained (was the 'shift in labour away from farming' due to improved technology or a decline in the sector?)

*Time and Place:*

Source J – The economy was in the early stages of adjusting to a peacetime economy.

Source K – The report is not limited to Truman's presidency and disguises any imbalance there might be between the years 1948 to 1953 and 1953 to 1958.

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#### Knowledge

- Post-war problems might be considered to put both sources in context: demobilization of 12 million servicemen helped back into civilian life with the GI Bill (incredibly, unemployment was only 4%); some industrial unrest, 1946–47.
- Permissive legislation stimulate the economy: Federal Housing Agency helped with mortgages and construction was boosted.
- Export boom as other countries relied on the U.S. for goods: link to Marshall Plan possible.
- Examples of ‘recent advances in technology’.

**Alternative Level 4: Level 2 and addresses ‘most useful’ based on content and evaluation and knowledge** [7–8]

**Level 5: Level 3 and addresses the question based on content and evaluation and knowledge** [9–10]

### 10 Study Sources L and M

**To what extent did Truman’s foreign policy aim only to promote U.S. economic interests? Use the sources and your knowledge to explain your answer.**

Content: evidence in the sources. *Agreeing:*

#### Source L

- Advocated the ‘better use of the world’s resources’ which would ‘greatly benefit ‘all countries, including our own’.
- Symbiotic nature of economic growth outlined (‘our commerce with other countries expands as they progress industrially and economically’).

#### Source M

- In referring to ‘modern science and technology’ he implies ‘people everywhere’ want to take advantage and that ‘we (U.S.) can help them to help themselves’.
- He anticipates the ‘rise from poverty’ of ‘the people of under-developed areas’ from which our ‘our own economy will benefit’.

Content: evidence in the sources. *Disagreeing:*

#### Source L

- To promote democracy (implies this will be the effect of ‘growing abundance’).
- Hoped that in helping other countries it would encourage the enemies of the U.S. (‘those countries, which now that oppose us’) to ‘abandon their delusions’.

#### Source M

- Acheson argues that prosperity abroad will ‘expose the false promises of Communist imperialism’.
- Helping others will put pressure on ‘Soviet rulers’ who ‘may find it to their advantage to negotiate rather than seek to impose their demands.’

Knowledge for both positions from Sources G–K and, in addition,

- Both sources should be seen in the context of an improving U.S. economy based to a degree on expansion abroad (cross reference to Source K possible).
- The Marshall Plan was an example of direct U.S. help achieving both the economic and political aims outlined above.
- Truman Doctrine, 1947 and policy of ‘containment’.
- U.S. opposition to U.S.S.R. control of East Europe since 1945.

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#### Evaluation

##### Source L

- The Berlin Airlift was in progress: a test case of the policies Truman was pursuing. Truman's confidence that his policies would prevail may be explained by the success of democracies in recovering from W.W.2 and/or the fact that the U.S. had the A-Bomb which the U.S.S.R. did not yet possess.
- The inauguration was an international occasion and Truman had to be diplomatic in his language merely referring to 'those countries, which now oppose us' rather than specify which they were.

##### Source M

- Acheson identifies 'communist imperialism' and the Soviets in particular. Given the timing of his speech this might be understandable. By November 1950, the U.S.S.R. had the A-Bomb, China had turned red and communists in North Korea were pressing south.
- Acheson seems to see the political containment of communism as more important than economic interests in the phrase, 'even more important'.
- Given the speech would have been approved by Truman (presumably) it is reasonable to assume that Truman agreed with its content.

**Level 0: No evidence submitted or response does not address the question [0]**

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

**Level 2: One-sided answer: either agreeing or disagreeing [3–8]**

**Level 3: Two-sided answer: for and against but imbalanced [9–11]**

**Level 4: Two-sided answer: for and against and balanced [12–14]**

#### At Levels 2–4:

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