



AMERICAN HISTORY (US)

0409/02

Paper 2 Depth Study

May/June 2018

MARK SCHEME

Maximum Mark: 45

Published

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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

Question	Answer	Marks
1	<p>Study Source A.</p> <p>What can you learn from this source about the problems that faced farmers who settled in 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 the source content/message, with good supporting contextual knowledge.</p> <p>Example response: From the source it is clear that farmers faced many problems. One of the biggest problems was an attack on their crops from insects such as the Colorado beetle and grasshoppers. The farmers also faced a hostile climate. There were few trees on the Plains and vegetation was sparse. Drought was a major problem and many farmers lacked mechanical aids such as wind pumps, steam tractors or threshing machines. This made farming difficult.</p> <p style="padding-left: 40px;">Attack from insects – Colorado beetle and grasshoppers. Attack from Native Americans. Land was difficult to farm due to hostile climate, sparse vegetation, few trees, sun, problem of drought, no barbed wire to stop cattle wandering. Lack of mechanical aids to help the farmer – struggling to use hoe/plough, no threshing machine, no wind pump. Prospectors might dispute ownership of land. Law and order – bandits fighting, lawlessness associated with the West.</p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some contextual knowledge.</p> <p style="padding-left: 40px;">Disputes over land ownership – prospectors, Native Americans. Hostile climate – attacks from insects, drought, no wind pump. Lack of mechanical tools – struggling to use hoe.</p> <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <p style="padding-left: 40px;">This land could be under attack. Pest problems.</p> <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <p style="padding-left: 40px;">A farmer’s life was not very happy as he faced lots of problems.</p> <p>Level 0 (0 marks) No valid response.</p>	6

Question	Answer	Marks
2	<p>Study Source B.</p> <p>How useful is this source to a historian studying the health problems which faced homesteaders? 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 its content and provenance.</p> <p>Example response: The account by Dr Cass G Banns is useful to a historian because it provides information on the health problems associated with living in a sod house. Its earth walls, turf roof and earthen floor made it very difficult to keep clean and those building materials were ideal breeding grounds for insects such as bed bugs and fleas. The source is also useful because it is the opinion of a professional, a doctor who moved out west to settle in Nebraska and he therefore witnessed conditions first hand. However, the source also has its limitations as it is the view of only one doctor but his experience of visiting the sick would have informed his view. It also comments about living conditions in sod houses and does not refer to later wooden houses. Overall, the source is quite narrow in its focus, which limits its usefulness.</p> <p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of its content and provenance.</p> <p style="padding-left: 40px;">The account is useful as it refers to a number of hardships/diseases facing homesteaders.</p> <ul style="list-style-type: none"> – Problems of insects; unhygienic living conditions. – Poor health of many homesteaders due to poor diet, extremes of weather. <p style="padding-left: 40px;">The isolation of homesteads meant limited access to professional healthcare.</p> <p style="padding-left: 40px;">Typical diseases among homesteaders were typhoid, fevers and smallpox.</p> <p style="padding-left: 40px;">The source is the view of only one doctor.</p> <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> <p style="padding-left: 40px;">The sod house was not the best place to live. It was full of insects. Illness/disease was a common problem. The source was written by a doctor.</p> <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <p style="padding-left: 40px;">Life for homesteaders was hard.</p> <p>Level 0 (0 marks) No valid response.</p>	7

Question	Answer	Marks
3	<p>Study Source C.</p> <p>How reliable is this source as evidence of the threat that insects posed to farmers in the West? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgement based on an evaluation of the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <p>Example response: The source reliably describes the devastating effects of a plague of grasshoppers. They can suddenly appear and within hours eat their way through crop fields, destroying the entire crop. Kansas experienced a number of such attacks during the 1870s. The origin of the source is the “Wichita Eagle” newspaper, which was a local newspaper for the town of Wichita in Kansas. The reporter witnessed first-hand the effects of the plague of grasshoppers. The account may be dramatic in its descriptions but the attacks by insects such as grasshoppers could be devastating and the account is likely to be accurate in its comment on the damage caused. The source is reliable in its recording of the scale of an actual event, even though it appears dramatic.</p> <p>Level 3 (5–6 marks) Answers that consider the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <p>The source provides information on a sudden attack by grasshoppers which destroyed whole fields of crops on several occasions in Kansas in the 1870s. It provides reliable information on the scale of the event and the sudden dramatic impact of insect attacks in the days before insecticides. The source is a contemporary account which was published in a local newspaper for the town of Wichita – it is likely to be based on eye witness testimony.</p> <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <p>The source provides evidence that tells us reliably about the damage that would be caused by a plague of grasshoppers. It is a contemporary account reported in a local newspaper for the town of Wichita in Kansas.</p> <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase the source content.</p> <p>Grasshoppers eat all of the crops. The crops were stripped bare. The source comes from a newspaper</p> <p>Level 0 (0 marks) No valid response.</p>	7

Question	Answer	Marks
4	<p>Study Sources D and E.</p> <p>Why do these sources differ in their views of law and order in Montana? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain points of difference based on source content, provenance and good contextual knowledge.</p> <p>Example response: Sources D and E present contrasting accounts of the experiences of law and order – one stating that an effective system had been put in place, the other saying the system of maintaining law and order was not working. Source D is the recollections of Granville Stuart who played an important role in the running of the town government in Virginia City. He is defending his role and projects a positive opinion, that law and order was being enforced thoroughly. Source E is an account by Thomas Dimsdale who wrote a book “The Vigilantes of Montana” in 1866; he was a member of the vigilante group and is justifying why the group decided to take maintaining law and order into their own hands. He blames the town/city authorities for failing to enforce the law. Both accounts are written from a different perspective – Source D from a man involved in local government, Source E from a member of a vigilante group.</p> <p>Level 4 (7–8 marks) Answers explain points of difference based on source content and provenance with some contextual knowledge.</p> <p>Source D talks about the establishment of law and order enforcement officers across the state of Montana in 1864; criminals were brought to justice and tried before a judge and jury; law and order was being maintained and people could live their lives safely.</p> <p>– Source E tells the opposite story; law and order was not being enforced and this had caused some individuals across Montana to take the enforcement of law and order into their own hands; they had formed the Montana Vigilantes and they had taken action against known and suspected criminals.</p> <p>Both sources were written by law enforcers, one official and one not official. This is the reason for the different accounts.</p> <p>Level 3 (5–6 marks) Answers identify points of difference based on source content and provenance.</p> <p>Source D describes how the enforcement of law and order was effective and was working well; criminals were being punished.</p> <p>Source E tells the opposite story – the authorities were failing to maintain law and order and the local people had been forced to set up their own groups to police the area.</p> <p>Both provide contemporary evidence about the attempts made to enforce law and order.</p> <p>Both sources were written by individuals directly involved in maintaining law and order in Montana; Granville Stuart and Thomas Dimsdale.</p>	10

Question	Answer	Marks
4	<p>Level 2 (3–4 marks) Answers identify points of difference based on source content or provenance.</p> <p>Source D describes how a new system to enforce law and order had been set up across the state of Montana. Source E describes how the new system was not working and people were forced to do the job of enforcing the law themselves. Both sources were written by people involved in enforcing law and order.</p> <p>Level 1 (1–2 marks) Answers which offer generalised comments with limited reference to the sources.</p> <p>The sources describe attempts to enforce law and order/police the area.</p> <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
5	<p>Study <u>all</u> the sources.</p> <p>“The establishment of law and order was the biggest concern of settlers in the West.” To what extent do you agree? Explain your answer using details from Sources A–G <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed source content, contextual knowledge and evaluation, with a supported and developed overall judgement.</p> <p>Sophisticated analysis of source content from both sides of the argument Yes = Sources A, D, E, F, G. No = Sources A, B, C, G. Supporting knowledge to expand upon source content. Evaluation of authorship – detects views and reasons for them. Formulates a reasoned conclusion – the maintaining of effective law and order was a major concern for settlers in the West and when this failed they were forced to turn to vigilantes; however, they also had other serious concerns such as the hostile climate; water supply; living in sod houses; destruction of crops by insects; regular disease and illness; attacks from Native Americans.</p> <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good source content, contextual knowledge and evaluation, with a supported overall judgement.</p> <p>More developed discussion of L4 content, knowledge and evaluation. Formulates a conclusion – the evidence in the sources can be one-sided or limited and therefore not provide the big picture; the overall judgement will be dependent upon how sources have been used.</p> <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either contextual knowledge or evaluation.</p> <p>The sources offer a mixed set of viewpoints. Some of the sources confirm that the maintenance of law and order was a major concern – attacks by Native Americans (A and F); establishment of law and order facilities/officials across Montana (D); failure to enforce law and order which led to setting up of Montana Vigilantes (E); need for formal system to enforce laws (G). Some sources comment on other concerns/problems besetting settlers of the West – hostile climate/ hardships facing farmers (A); constant threat of disease and health concerns (B); plagues of insects (C); attacks by Native Americans (A and F). Many of the sources offer one-sided viewpoints such as (A) exaggerated cartoon; account of lawlessness written by a vigilante (E); a civil leader praising the creation of law enforcement officers (D); a local newspaper dramatising an attack by grasshoppers (C).</p>	15

Question	Answer	Marks
5	<p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak contextual knowledge and/or evaluation;</p> <p>OR</p> <p>Weak two-sided response supporting and rejecting the statement based on the source content.</p> <p>Some sources describe problems encountered by disrespect for law and order – attacks made by Native Americans (A and F); actions of vigilante groups (E); importance of setting up an effective system of law enforcement (D and G). Some sources comment on other problem areas; hardships facing farmers (A); health concerns (B); plagues of insects (C). Many of the sources offer one-sided viewpoints such as (A), (D) and (E).</p> <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <p>Several of the sources comment that maintaining law and order was difficult and refer to attacks by Native Americans and the actions of vigilantes. Several of the sources disagree and say that other issues were bigger problems such as the plague of insects that ruined crops; the constant threat of disease.</p> <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources. Maintaining law and order was a big problem. Other issues were big problems such as insects and disease.</p> <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 is the message of this source? 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 the source content/message, with good supporting contextual knowledge.</p> <p>Example response: It is an anti-suffrage poster from October 1915; the main message it delivers is that the anti-suffrage movement is opposed to extending the vote to women. The poster plays on the caption “Home or Street Corner”, suggesting that the ideal role of women is to act as the caring mother, looking after the children and taking care of the home; controlling the domestic scene. The poster is against women taking to the streets to campaign for the vote. It portrays suffragists in a rough and unladylike manner. In arguing against women’s suffrage this poster takes a very traditional view of the role of women.</p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some contextual knowledge.</p> <p style="padding-left: 40px;">The poster delivers the message that voters should vote “No” for women’s suffrage in the October referendum in 1915. The poster plays on the slogan “Home or Street Corner” – comparing mother image against rough political campaigning.</p> <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <p style="padding-left: 40px;">A woman’s position was in the home to look after the children, not shouting on the streets demanding the vote. It wants voters to vote “No” on women’s suffrage.</p> <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <p style="padding-left: 40px;">Women should be mothers; suffragists are bad.</p> <p>Level 0 (0 marks) No valid response.</p>	6

Question	Answer	Marks
7	<p>Study Source B.</p> <p>How useful is this source to a historian studying the arguments used against women getting the vote? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks)</p> <p>Example response: Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of its content and provenance.</p> <p>The source is useful because it provides an example of the type of argument put forward by anti-suffragists – it illustrates the argument that men and women have evolved differently, women steer towards the emotional side and men towards the intellectual side. It demonstrates a commonly used argument – women are not political animals, they do not possess the qualities to enable them to serve as judges, police officers, politicians making the laws; that role belongs to men. It is a one-sided source, very anti-feminist, but is useful because it demonstrates the type of argument being put forward by anti-suffrage campaigners. However, it only demonstrates a narrow view and does not consider any of the other arguments used by anti-suffragists, for example, that women's interests were better represented by men. It is useful because it is a speech made to an anti-suffrage group and therefore is likely to reflect the views held by the audience.</p> <p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of its content and provenance.</p> <p>The source says that the women have not evolved to be political creatures; they are best suited to running the home and being a responsible wife and mother; men are the political animals. It is the view of the Rev Father Walsh who supported the anti-suffragist movement; it is useful because his views are typical of anti-suffragists. The source has its limitations such as narrow focus, but it is still useful.</p> <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> <p>The source has its limitations – it only gives one reason and does not explain the bigger picture. The source spells out reasons why women should not be allowed to vote – they do not possess the qualities to enable them to make political decisions It is useful as it portrays an anti-suffrage point of view.</p> <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <p>It says women's brains are emotional not intellectual; they should not be allowed to vote.</p> <p>Level 0 (0 marks) No valid response.</p>	7

Question	Answer	Marks
8	<p>Study Source C.</p> <p>How accurately does this source portray views on women’s suffrage in the United States? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgement based on an evaluation of the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <p>Example response: The source is a poster produced by the Virginia Association of the anti-suffrage movement which was opposed to women’s suffrage. It was printed in 1917 when the suffrage campaign was becoming more militant. The source spells out the arguments used by the anti-suffragists which were typical of the time. It was argued that men were best suited to running businesses and managing government, while women were best staying out of politics and continuing with their traditional role of being a good housewife and mother. The source lacks accuracy because some states in the West had already given women the vote, the state of Wyoming doing so in 1890. In 1917, the United States joined the war and women entered the workplace. In some regions they had been working for some time. It is reliable in that it proves the main arguments used by the anti-suffragists, but it is an inaccurate reflection of the views of the whole population; its purpose is to persuade, so some of the detail may not be fully accurate. For example, it is an opinion rather than a fact that most women wanted men to manage the government.</p> <p>Level 3 (5–6 marks) Answers that consider the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <p>The source is first-hand evidence, a poster produced by the anti-suffrage movement in Virginia; it is a very one-sided source ignoring the fact that many women in the West already had the vote. It says the women should not get involved in politics as that is best done by men; women should keep their traditional roles. It says few women want suffrage, and those few are forcing the issue against the majority.</p> <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <p>It tells us what the anti-suffragists believe in; it spells out their arguments. It is a poster used for political means, to persuade the viewer to oppose women’s suffrage. It is not very reliable as it is very one-sided.</p>	7

Question	Answer	Marks
8	<p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <p>It says that not all women wanted the vote. It is the view of the Virginia Association.</p> <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 views about the role of women? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain points of difference based on source content, provenance and good contextual knowledge.</p> <p>Example response: Sources D and E present contrasting views about the role of women. Source D is arguing that there has been no desire by women to become involved in politics, and they are proud of occupying the roles of being a wife, mother and sister, who prefer to concentrate upon the management of the home, leaving politics to their husband and sons. This contrasts with Source E which says that women have a legal right under the Bill of Rights to be granted the vote. Source E claims that the demand for women’s suffrage is strong, with over 50 000 signing petitions in support of female suffrage. One reason why the two sources differ is due to the authorship of the sources, Source D being the view of Frank Clark, a southern Democrat representing Florida, and much of the south was against suffrage at this time. Source E is the view of Henry Blackwell who was writing to the “Woman’s Journal” in Boston. This was aimed at middle and upper class ladies and Blackwell is trying to persuade them to join the cause. The state of Massachusetts was quite liberal in its views. This contrasts with Source D which was a speech to Congress at a time when there was a Democrat majority, the Democrats being largely anti-suffragist at that time. Both sources represent a one-sided viewpoint, the standpoint of the authors explaining why they differ in their views.</p> <p>Level 4 (7–8 marks) Answers explain points of difference based on source content and provenance with some contextual knowledge.</p> <p>Source D says that women should not become involved in politics and should leave decision making to the men; they should concentrate upon running the home Source E says that thousands of women have signed petitions to demand the vote. Both sources are one-sided in their views; they are attempting to win over supporters to their cause and therefore may exaggerate.</p> <p>Level 3 (5–6 marks) Answers identify points of difference based on source content and provenance.</p> <p>Source D says that women are best suited to working in the home, and should be nothing more than the mother, wife and sister. Source E suggests that many women want the vote and have been actively campaigning. Both sources provide primary evidence about the views of women’s campaign groups.</p>	10

Question	Answer	Marks
9	<p>Level 2 (3–4 marks) Answers identify points of difference based on source content or provenance.</p> <p>Source D says that women should work in the home. Source E says many thousands of women have signed petitions to demand the vote. Both sources were written by organisations on opposite sides of the debate.</p> <p>Level 1 (1–2 marks) Answers which offer generalised comments with limited reference to sources.</p> <p>The sources say different things; they are opposite.</p> <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
10	<p>Study <u>all</u> the sources.</p> <p>“More women opposed the campaign for women’s suffrage than supported it.” To what extent do you agree? Explain your answer using details from Sources A–G <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed source content, contextual knowledge and evaluation, with a well-supported and developed overall judgement.</p> <p>Sophisticated analysis of source content from both sides of the argument Yes = A, B, C, D, F. No = A, E, G. Supporting knowledge to expand upon source content. Evaluation of authorship – detects views and the reasons for them. Formulates a reasoned conclusion – it was mainly committed females who joined organisations either supporting or opposing female suffrage; the majority of women were not part of these movements and played no part in the debate; both sides could claim that their viewpoint represented the majority standpoint; the sources do not allow us to see the big picture. They are selective in supporting and challenging the argument.</p> <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good source content, contextual knowledge and evaluation, with a supported overall judgement.</p> <p>More developed discussion of L4 content, knowledge and evaluation. Formulates a conclusion – the evidence in the sources can be one-sided or limited and therefore do not provide the big picture; the overall judgement will be dependent upon how sources have been used.</p> <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either contextual knowledge or evaluation.</p> <p>The sources offer a mixed set of viewpoints. Some of the sources confirm that more women opposed the campaign for women’s suffrage than supported it; Source C says that “only a few women want suffrage”; Source F says that suffrage was “the demand of a minority of women and the majority protest against it”. Source B refers to a “mass meeting” of anti-suffragists taking place. Some of the sources argue that suffrage was a popular cause and had widespread support; Source E says that the suffrage campaign has no problem in getting women to sign their petitions, and they see it as a popular cause; Source G says that 16 states had already granted women the vote and membership of the NAWSA had doubled between 1915 and 1917 Some sources are non-committal and can be used to argue either side of the hypothesis. Many of the sources offer one-sided viewpoints such as an anti-suffragist poster (A); a speech by a southern Democrat opposed to women’s suffrage (D); a letter to the “Woman’s Journal” in support of suffrage (E); an anti-suffrage propaganda poster (C).</p>	15

Question	Answer	Marks
10	<p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak contextual knowledge and/or evaluation.</p> <p>OR</p> <p>Weak two-sided response supporting and rejecting the statement based on source content.</p> <p>Some sources say that the numbers of women calling for suffrage were relatively small and that it was the demand of a minority (F). Some sources say that the demand for female suffrage was popular and that thousands were willing to sign petitions (E); membership of the NAWSA had doubled between 1915 and 1917 (G). Many of the sources offer one-sided viewpoints such as (A), (C), (D), (E) and (F).</p> <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <p>Several of the sources say the anti-suffragist campaigns represent the views of the majority. Several of the sources disagree and say the demand for women's suffrage was a very popular cause, having willing support from both women and men.</p> <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <p>There was support for both sides of the argument. Some sources support the hypothesis, others do not.</p> <p>Level 0 (0 marks) No valid response.</p>	

Depth Study C: The United States and the World 1880–1917

Question	Answer	Marks
11	<p>Study Source A.</p> <p>What can you learn from this source about the reaction in the United States to the sinking of the Lusitania? 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 the source content/message, with good supporting contextual knowledge.</p> <p>Example response: The reaction in the United States to the sinking of the Lusitania in May 1915 was one of shock. Part of the heading reads “Capital Aroused, Situation Gravest Yet Faced in War”. The extent of the loss of life – “400 Americans were on board, of which 128 lost their lives” explains this reaction. The headline makes a comparison to the sinking of the US ship “Maine” which was also shocking and which was a major cause of the Spanish–American War of 1898. Likewise, the sinking of this passenger liner shocked and angered many Americans, and it helped swing public opinion towards the eventual entry of the United States into the war in 1917.</p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some contextual knowledge.</p> <p>The Lusitania was sunk by a torpedo fired from a German submarine. The headline says 1300 lost their lives. There were 400 Americans on board, 128 of them died. Americans were angered and shocked by the event because they saw themselves as neutral in the First World War.</p> <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <p>A large passenger liner was sunk after being hit by a torpedo. 1300 lost their lives; 400 Americans on board; some were killed.</p> <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <p>Americans were killed when a passenger liner was sunk by a torpedo hit.</p> <p>Level 0 (0 marks) No valid response.</p>	6

Question	Answer	Marks
12	<p>Study Source B.</p> <p>How useful is this source to a historian studying the reasons why the United States entered the war? 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 its content and provenance.</p> <p>Example response: The source is useful to a historian because it relates to one of the events which triggered the entry of the United States into the war in 1917. The telegraph message was sent just months before America entered the war (in April) by Zimmermann, the man in charge of his country's relations with other countries. The message encourages Mexico to declare war on the USA in order to distract America and stop her entering the war in Europe. It also says that Germany is to reintroduce unrestricted submarine warfare. The account is very useful as it demonstrates Germany's attempts to broaden and intensify the war; Germany is behaving ruthlessly. Public knowledge of this document inside America helped turn American opinion towards US involvement; it is a very useful document in helping to illustrate how and why America abandoned her neutrality. Its limitations are that it provides only a narrow focus and does not provide information on the growth of anti-German feeling within the United States and the changing political situation. The source provides only one reason to explain why the United States entered the war in April 1917.</p> <p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of its content and provenance.</p> <p>The source is useful because it shows Germany's hostile policy towards America and it persuaded the USA to go to war with Germany. The message is written by the German Foreign Secretary, the person responsible for negotiating with other countries; it is important evidence to the historian because of who sent it and when. The telegram helped change public opinion in the United States about joining the war. It does not mention any other factors such as the defence of democracy.</p> <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> <p>It records how Germany wanted an alliance with Mexico which would enter the war with the reward of regaining land from the US. Germany was going to introduce unrestricted submarine warfare which would endanger US trade and shipping.</p> <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase the source content.</p> <p>Germany is making Mexico an offer of friendship and help.</p> <p>Level 0 (0 marks) No valid response.</p>	7

Question	Answer	Marks
13	<p>Study Source C.</p> <p>How reliable is this source as evidence of the possible impact on the United States of entering the war in 1917? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgement based on an evaluation of the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <p>Example response: The source is part of a speech made by Senator George Norris during a debate in the Senate just prior to the United States entering the war. War will benefit the few (the rich) at the expense of the many. The source provides some of the arguments put forward to try and stop the United States entering the war so the focus is on the negative consequences. The Senator is only speculating. He is using emotive language and is not basing his argument on solid facts. He is reliable in presenting the arguments that were being put forward but is unreliable because the arguments could not yet be proved.</p> <p>Level 3 (5–6 marks) Answers that consider the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <p>The source is reliable for showing us that there will be expense involved and that US servicemen will die. It is unreliable in suggesting that the US economy could not benefit from the war, as it was already doing so by supplying Europe. The source is a speech in the Senate; it forms part of the political debate which waged during 1917; it offers a deliberately one-sided perspective – he voiced his opposition to persuade fellow Senators against the US entering the war.</p> <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <p>It provides some of the reasons why America should not join the war It is a speech delivered by Senator Norris, who did not want America to enter the war.</p> <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase the source content.</p> <p>Americans will suffer. Joining the war would be bad for the American people.</p> <p>Level 0 (0 marks) No valid response.</p>	7

Question	Answer	Marks
14	<p>Study Sources D and E.</p> <p>Why do these sources differ in their accounts about whether the United States should be involved in the War? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain points of difference based on source content and provenance with good contextual knowledge.</p> <p>Example response: Sources D and E provide very contrasting accounts about whether the United States should become involved in the war. They represent the two sides of the debate. Source D argues that as America is a multi-cultural nation made up of people from many nations, this would make it difficult to take sides, so there is no option but to remain neutral. Like many, Wilson thought the war would be over by Christmas meaning the United States should hold out over the coming months. Source E argues that as Germany is acting in an unacceptable manner by refusing to stop unrestricted submarine warfare, the United States would have no choice but to enter the war in order to protect innocent lives from being lost due to German actions. Both sources are extracts from writings made by President Wilson. Source D is dated August 1914, shortly after the war had broken out in Europe. There was a strong isolationist standpoint in the US and Wilson reflects this mood, believing that the US should stay out of the war. Source E is dated April 1916, by then the mood of the nation had changed. German actions had made it more likely that the US would enter the war. The circumstances of what was going on in Europe and Germany's submarine activity explain why Wilson had changed his mind and moved towards US involvement in the war. This explains the differences between sources D and E.</p> <p>Level 4 (7–8 marks) Answers explain points of difference based on source content and provenance with some contextual knowledge.</p> <p>Source D talks about how important it was for America to remain neutral because of its multi-national population. Source E says that Germany's submarine policy was making it very difficult for America to remain neutral. Both sources are writings by President Wilson but two years apart; German submarine attacks were causing some Americans to question whether it was possible to remain neutral.</p> <p>Level 3 (5–6 marks) Answers identify points of difference based on source content and provenance.</p> <p>Source D says that America must remain neutral in the war. Source E says that German submarine activity was making America's neutral stance difficult to defend. Both sources are statements by the President, one in 1914 and one in 1916. The sources show how the President has changed his mind about remaining neutral.</p>	10

Question	Answer	Marks
14	<p>Level 2 (3–4 marks) Answers identify points of difference based on source content or provenance.</p> <p>Source D talks about America being neutral. Source E talks about America entering the war. Both sources are statements by the President but at different times.</p> <p>Level 1 (1–2 marks) Answers which offer generalised comments with limited reference to the sources.</p> <p>The sources talk about different things. They mention being neutral and that Germany is a problem.</p> <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
15	<p>Study all the sources.</p> <p>“Unrestricted submarine warfare waged by Germany was the main reason that the United States entered the war in 1917.” To what extent do you agree? Explain your answer using details from Sources A–G and your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed source content, contextual knowledge and evaluation, with a well-supported and developed overall judgement.</p> <p>Sophisticated analysis of source content from both sides of the argument. Yes = A, B, E, G. No = A, B, C, D, F. Supporting knowledge to expand upon source content. Evaluation of authorship – detects views and the reasons for them. Formulates a reasoned conclusion – Germany’s decision to opt for the use of unrestricted submarine warfare was a very important factor, if not the most important factor in causing the United States to abandon its neutrality; in 1915, a submarine had sunk the Lusitania; Wilson gave Germany an ultimatum, demanding that they stop such a policy; the use of submarines in this way was seen as a violation of international law; however, other factors also helped America to move towards the abandonment of neutrality – the impact of the Zimmermann telegram, the pressure from the arms industry and investment companies who stood to make even greater profits.</p> <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good source content, contextual knowledge and evaluation, with a supported overall judgement.</p> <p>More developed discussion of L4 content, knowledge and evaluation. Formulates a conclusion – the evidence in the sources can be one-sided or limited and therefore not provide the big picture; the overall judgement will be dependent upon how sources have been used.</p> <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either contextual knowledge or evaluation.</p> <p>The sources offer a mixed set of viewpoints. Some of the sources confirm that unrestricted submarine warfare was a primary cause; Wilson issues Germany with an ultimatum to abandon this policy (E); the unwillingness of Germany to change policy gave Wilson little choice but to declare war (G). Some of the sources consider other important factors, some more longer term; the impact of the sinking of the Lusitania (A); the impact of the Zimmermann telegram (B); the influence of views of manufacturers (C) and (F). There were many reasons why America entered the war; it is difficult to just pinpoint one reason; it was a combination of factors. Many of the sources offer biased viewpoints such as Senator Norris who strongly opposed America’s entry into the war (C); the ultimatum sent by President Wilson to Germany justifying the reasons why America would enter the war (E); the Zimmermann telegram (B).</p>	15

Question	Answer	Marks
15	<p>Level 3 (6–8 marks)</p> <p>Strong one-sided response either supporting or rejecting the statement based on source content with some weak contextual knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on the source content.</p> <p>Some of the sources spell out the importance of unrestrictive submarine attacks as a factor, Wilson demands Germany stop its policy (E); Germany's submarine tactics pushed America into war (G). Some sources suggest that other factors were important; the Zimmermann telegraph (B); the demands of munitions companies (F). Many of the sources offer biased viewpoints such as (B), (C) and (E).</p> <p>Level 2 (3–5 marks)</p> <p>One-sided response either supporting or rejecting the statement based on weak source content.</p> <p>Some of the sources comment that Germany's continual sinking of ships by submarines was the reason America entered the war in 1917. Some of the sources suggest that other factors pushed America into the war such as the impact of the Zimmermann telegram.</p> <p>Level 1 (1–2 marks)</p> <p>Generalised comments with no/little support from the sources.</p> <p>America entered the war for many reasons. America grew to dislike the actions of Germany.</p> <p>Level 0 (0 marks)</p> <p>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 is the message of this source? 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 the source content/message, with good supporting contextual knowledge.</p> <p>Example response: The source suggests that religion formed the foundation stone of America, upon which the Constitution was based. American attitudes towards home, school and the church rested upon a religious base, the heading of the cartoon reading “our liberties rest upon this rock”. It also suggests that religion was under attack from anarchists, communists, collectivists and unbelievers. Yet despite these attacks the United States was standing firm; it was the beacon of liberty, successfully fighting off the attacks. The cartoon depicts what was happening in the United States during the 1950s. There was a resurgence in religious worship; “One nation under God” added to the Pledge of Allegiance in 1954 and “In God we Trust” was made the national motto of America in 1956. This source highlights the importance of religion in the United States.</p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some contextual knowledge.</p> <p style="padding-left: 40px;">Religion was important; it was the foundation stone. It was successfully fighting off attacks from communism, atheism, anarchy, collectivism. It says “our liberties rest upon this rock” which was religion.</p> <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 message is that religion was important – the constitution sits on the Word of God. – The Word of God is under attack. <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <p style="padding-left: 40px;">It shows the Statue of Liberty sitting on the Word of God.</p> <p>Level 0 (0 marks) No valid response.</p>	6

Question	Answer	Marks
17	<p>Study Source B.</p> <p>How useful is this source to a historian studying the religious revival of the 1950s? 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 its content and provenance.</p> <p>Example response: The extract is part of a speech delivered by the evangelist preacher Billy Graham in May 1957. He is stressing the importance of God in American life, saying the people should “believe in God” and that they should place their trust not in nuclear weapons but in “Almighty God” and they should follow the motto on their coins “In God we trust.” The speech is useful because Graham was at the centre of an evangelical revival which swept across the United States during the 1950s. He was on a 16 week evangelical tour and was speaking in front of a packed stadium in Madison Square Garden in May, 1957; by this time Graham had become one of the most famous and popular evangelical preachers; he was very popular and he always attracted large crowds. The source is useful because it provides evidence of what Graham was telling the crowd; the type of language he was using and why he always attracted large crowds. It is useful in explaining why people went to listen to Graham. It does not give information about the growth in overall church membership and how attendance increased during the 1950s, not just in the evangelical sector. For this reason, its usefulness is limited as it concentrates upon a narrow field.</p> <p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of its content and provenance.</p> <p>The speech illustrates how Graham appealed to Americans by presenting religion as being important in their lives; there is constant reference to God and how Americans need to put their trust in God. There was a religious revival in the 1950s and this source is an example of it. It is a speech by Billy Graham, one of the most popular evangelical preachers of this period. It was delivered in New York in 1957 to a vast crowd in Madison Square Garden – this shows that religion was important to many Americans.</p> <p>Level 2 (2–4 marks) Answers that consider utility or limitations of the source in terms of its content and/or provenance.</p> <p>The speech shows the importance of religion to Americans. It suggests the answer to America’s problems is not to trust in atomic and hydrogen bombs but to trust in God. The source is a speech by a popular evangelist preacher.</p>	7

Question	Answer	Marks
17	<p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <p>It says Americans believe in God; they should put their trust in God.</p> <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
18	<p>Study Source C.</p> <p>How reliable is this source as evidence of the impact of McCarthyism? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgement based on an evaluation of the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <p>Example response: The source provides evidence of the purge of people who were associated with communism during the early 1950s. Louis Untermeyer was prevented from taking part in the TV show “What’s My Line?” because he had associations with the Waldorf Conference and the sponsors of the TV show asked that he be removed from the program. This story is told by Arthur Miller who was a friend of Untermeyer. The source is reliable in that it tells us about blacklisting and about how people were scared about getting involved with people who may have communist connections; in the case of Untermeyer, he was shunned and this had a devastating impact upon his life. This was typical of how McCarthyism operated in the arts. For example, some Hollywood stars found it impossible to find work in the film industry. However, the source could be regarded as unreliable because the author, Miller, might be over-exaggerating the impact because it affected his good friend. Miller experienced the era of McCarthyism and is reflecting back upon these events.</p> <p>Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <p>The account provides information that is typical of the purges of media personalities as part of the Cold War Red Scare, a growing fear of the impact of communism.</p> <p>The source provides first-hand experience of the purge – it is an account by Arthur Miller, describing the treatment of the TV show actor, Louis Untermeyer when he was told not to turn up for his usual TV role because of his supposed associations with communism</p> <p>The account is one-sided as Miller was resentful at the treatment of his friend. For this reason, Miller might have exaggerated, for example, in his glowing report of Untermeyer’s popularity making the source unreliable as evidence.</p> <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <p>The source provides information on the impact the fear of communism had upon media employees.</p> <p>The source is an eye-witness account of what happened to a TV show host who was thought to be linked to communists.</p> <p>It says employees were sent home if they were thought to be communists.</p>	7

Question	Answer	Marks
18	<p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase the source content.</p> <p>Accused worker was sent home. Louis Untermeyer was not able to go on TV. The source is an account given by Arthur Miller.</p> <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 disagree in their views of the threat facing the United States 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 points of difference based on source content, provenance and good contextual knowledge.</p> <p>Example response: The two sources present very contrasting views about the threats facing the United States in the 1950s. Source D is claiming that the country faced a serious threat from communists who were the “enemy within”; they were the traitors who were occupying important posts in government, especially in the State Department, and they threatened the security of the nation. Source E disagrees completely with the message of Source D; it says that there is no threat posed to the country from communists; it is a made up threat and that McCarthyism, if left unchecked, would act like a cancer, eating away at the heart of the United States, destroying its freedom. Source D is part of a speech given in February 1950, by Senator Joe McCarthy who was behind the witch-hunt for communists, claiming that they had infested all levels of government and need to be purged. It is a very one-sided account which was typical of the message delivered by McCarthy during the early 1950s. Source E is a statement by Truman in 1953 after he had just ended his term as President. He believed that many of the accusations made by McCarthy were false and many innocent people were being falsely accused of being connected to communists. Both sources are from key individuals during the age of McCarthyism but their purpose is very different. Source D is from McCarthy himself who is attempting to justify his claims, while Source E is from the former Head of State who is attempting to distance himself from McCarthyism which was at its height during his presidency.</p> <p>Level 4 (7–8 marks) Answers explain points of difference based on source content and provenance with some contextual knowledge.</p> <p>Source D talks about the traitors that exist within America; some of the top jobs in government are held by communists; the State Department was especially infested.</p> <p>Source E indicates the opposite viewpoint, suggesting that such accusations are false; McCarthyism is based upon a lie, a lie that is destroying freedom.</p> <p>Both sources date from the age of McCarthyism; McCarthy is attempting to justify his accusations that communism is widespread; Truman is suggesting that it is all based on a lie.</p> <p>The sources are written from different standpoints, from the opposite ends of the argument.</p> <p>Source D dates from the height of McCarthyism when he could make claims unchallenged, while Source E dates from the end of the era when more people were beginning to challenge the basis of McCarthy's accusations.</p>	10

Question	Answer	Marks
19	<p>Level 3 (5–6 marks) Answers identify points of difference based on source content and provenance.</p> <p>Source D comments on how communists have infiltrated every level of governance; they are selling the nation out. Source E says that McCarthyism is a corruption of the truth; the accusations are false. Both sources are written by men who were in politics in the early 1950s – a Senator and the President. Both provide contemporary evidence but they are one-sided in their viewpoints.</p> <p>Level 2 (3–4 marks) Answers identify points of difference based on source content or provenance.</p> <p>Source D describes McCarthy’s belief that communists were everywhere in government. Source E says that McCarthyism is a corruption of the truth, a big lie. Both sources were written by men who were in politics in the early 1950s.</p> <p>Level 1 (1–2 marks) Answers which offer generalised comments with limited reference to the sources.</p> <p>The sources describe McCarthyism; it was a problem for America.</p> <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
20	<p>Study <u>all</u> the sources.</p> <p>“The 1950s was a decade of conformity and contentment.” To what extent do you agree? Explain your answer using details from Sources A–G <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed source content, contextual knowledge and evaluation, with a well-supported and developed overall judgement.</p> <p>Sophisticated analysis of source content from both sides of the hypothesis Yes = A, B, E. No = C, D, F, G. Supporting knowledge to expand upon source content. Evaluation of authorship – detects views and the reasons for them. Formulates a reasoned conclusion – religion grew in importance during the 1950s rising from 49% of Americans attending church in 1950 to 69% in 1960 – this acted as a stabilising influence. However, McCarthyism upset the stability and brought false accusations of disloyalty; many teenagers rebelled against the traditional role model and developed their own youth culture.</p> <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good source content, contextual knowledge and evaluation, with a supported overall judgement.</p> <p>More developed discussion of L4 content, knowledge and evaluation. Formulates a conclusion – the evidence in the sources can be one-sided or limited and therefore not provide the big picture; the overall judgement will be dependent upon how sources have been used.</p> <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either contextual knowledge or evaluation.</p> <p>The sources offer a mixed set of viewpoints. Some of the sources confirm that the 1950s was a decade of conformity and contentment; illustrates the importance of religion underpinning American society (A); illustrates the religious revival of the 1950s (B), illustrates the positives of American society and pours scorn on McCarthyism (E). Some of the sources project an opposite view; illustrates how some media personalities were accused of being communists (C); warns that communists had infiltrated important roles in the State Department (D); illustrates the teenage rebellion portrayed in Hollywood films (F); gives examples of the teenage rebellion against authority (G). Many of the sources offer one-sided viewpoints such as (B) written by an evangelist preacher; a speech by Joe McCarthy (D); a TV presenter accused of being a communist (C).</p>	15

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 contextual knowledge and/or evaluation.</p> <p>OR</p> <p>Weak two-sided response supporting and rejecting the statement based on the source content.</p> <p>Some sources describe the positives of American society – the importance of religion (A and B); rejects the claims of McCarthy that communism is everywhere (E). Some of the sources point to the divisions in American society – Hollywood actors accused of being communists (C); attacks by McCarthy (D); teenage rebellion (F and G). Many of the sources offer one-sided viewpoints such as (B), (C) and (D).</p> <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <p>Several of the sources comment that religion was a strong bond and the accusations of widespread communism were incorrect. Several of the sources disagree and say that there was rebellion from teenagers, and disloyalty from communists.</p> <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <p>There was conformity and contentment – people did what they were told. Some rebelled against the system.</p> <p>Level 0 (0 marks) No valid response.</p>	