



## Cambridge IGCSE™

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AMERICAN HISTORY (US)

0409/02

Paper 2 Defining Moments

October/November 2020

MARK SCHEME

Maximum Mark: 45

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **41** printed pages.

**Generic Marking Principles**

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

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

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

**GENERIC MARKING PRINCIPLE 2:**

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

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

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

**GENERIC MARKING PRINCIPLE 4:**

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

**GENERIC MARKING PRINCIPLE 5:**

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

**GENERIC MARKING PRINCIPLE 6:**

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

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

Question	Answer	Marks
1	<p><b>Study Source A.</b></p> <p><b>What can you learn from this source about law and order in the West? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (6 marks)</b> Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The poster would suggest that trying to enforce law and order in the West had its difficulties. There were not enough law officers to cover the vast areas of new settlement in the West. This provided opportunities for criminals to operate. The poster describes some of the law-breaking activities of the James-Younger gang, the most famous member of which was Jesse James. This gang had carried out a number of armed robberies during the 1870s some of which had resulted in the murder of individuals. This is a wanted poster issued by the Governor of the State of Missouri. It offers a very large cash reward for information which might lead to the capture of the members of the gang. It shows that the authorities are trying to enforce law and order and are appealing to the population at large for their help in doing this.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (4–5 marks)</b> Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• Trying to uphold law and order was an issue – the poster is asking for help from the community to capture wanted criminals.</li> <li>• The James-Younger Gang were responsible for a number of serious robberies and killings, especially its leader Jesse James.</li> <li>• It shows the authorities were trying to do something to secure the arrest of criminals.</li> <li>• It confirms this was the “Wild West.”</li> <li>• It refers to Pinkerton Agents, a private security and detective agency set up in the 1850s.</li> </ul> <p><b>Level 2 (2–3 marks)</b> Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> <li>• Money was offered as a reward to help capture wanted criminals.</li> <li>• Gangs roamed the countryside carrying out violent robberies; deaths occurred.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none"> <li>• It shows a wanted poster for the James-Younger Gang.</li> </ul>	6

Question	Answer	Marks
	<b>Level 0 (0 marks)</b> No valid response.	

Question	Answer	Marks
2	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying the enforcement of law and order in mining towns? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The account is useful because it was written by a journalist who witnessed life in the rapidly changing times of the Gold Rush of the early 1850s. Once gold was discovered in California in 1848 thousands of speculators headed West. Mining towns sprang up overnight. There were not enough law officers to cover the area so maintaining law and order in such an area was difficult and it was common for the community to carry out “self-policing.” This source is useful because it shows this process in action. Three men were executed for the crime of robbery with the crowd acting as judge and jury. The vigilante approach was common. The source provides direct evidence of this taking place and is therefore useful. However, it is the observations of a journalist and stories which appear in the newspaper can sometimes be exaggerated in order to make them more attractive to readers. There is no mention of the actual due process of law and no law officers are mentioned which hinders usefulness. Some criminals were provided with proper legal treatment. We do not know how accurate this account is and therefore this limits its usefulness.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• The account describes how some people accused of a crime were tried and punished.</li> <li>• It shows how, in the absence of a law officer/judge, the crowd decided the punishment.</li> <li>• It is useful in showing attempts to monitor law and order in mining towns.</li> <li>• The journalist may have exaggerated some aspects of the account.</li> </ul> <p><b>Level 2 (2–4 marks)</b> Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The account shows the enforcement of law and order in action.</li> <li>• Three men accused of robbery were hanged.</li> <li>• The source was written by a journalist who worked in San Francisco in the 1850s.</li> </ul>	7

Question	Answer	Marks
	<p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"><li>• It shows that criminals were punished.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
3	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence of the workings of the legal system in the West? Explain your answer using details from the sources <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The source describes how the jury were not always likely to deliver the correct verdict in a trial, especially if the accused was respected within the local community. It suggests that the jury could not be relied upon to be neutral and impartial. They could be “bought off” by the accused or fear the consequences if they found them guilty. The source therefore suggests that despite the best efforts of the judge and prosecutor, the workings of the legal system were not fair, and justice was not always delivered. The source is taken from a book about the vigilantes of Montana. The author suggests that vigilantes offer a better system of enforcing law and order, suggesting that vigilantes always acted “impartially.” As the focus is about vigilantes it is likely to be one-sided in its viewpoint and this therefore impacts upon the reliability of the source. The author is very critical of the jury system and supportive of vigilante activity. The account is one-sided and this limits the reliability of the source.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• The source suggests that the jury system is not always effective; juries are likely to find criminals they “liked” not guilty.</li> <li>• It says the vigilantes are men likely to be impartial.</li> <li>• The source is one-sided in its view, being written by a member of a vigilante group; this limits its reliability.</li> </ul> <p><b>Level 2 (2–4 marks)</b> Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The source shows how the legal system operated in the 1860s. It describes the acts of the jury.</li> <li>• The source comes from a book called “The Vigilantes of Montana.”</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• Criminals are found “not guilty.”</li> <li>• It describes what goes on in court.</li> </ul>	7

Question	Answer	Marks
	<b>Level 0 (0 marks)</b> No valid response.	

Question	Answer	Marks
4	<p><b>Study Sources D and E.</b></p> <p><b>Why do these sources differ in their view of the outlaw Billy the Kid? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The two sources present very contrasting views about the outlaw, Billy the Kid. Source D projects a positive image of Billy. It says that he neither drank nor smoked and that he stood up for ordinary people. He had a cool nerve and the stories about his blood-thirsty killing of men were wildly exaggerated. The author appears to be saying that the popular image of Billy the Kid as a wild lawless murderer is inaccurate. This is in sharp contrast to Source E which says that Billy the Kid was the most notorious of all the outlaws. In his short life he shot and killed at least 23 men, his first killing being when he was just 14 years old. He and his gang attacked and robbed innocent people and businesses, causing a reign of terror. It portrays Billy the Kid in a very negative light. The reasons for the differing views are to do with the authorship of the sources. Source D is the work of Frank Coe, an outlaw who rode with Billy the Kid in the 1870s. He knew Billy first-hand and, as he was involved with his lawless activity, he tries to paint the outlaw in a positive light. Coe made these observations in 1927 when he was being interviewed for the writing of his own biography. He may well have wanted to project himself and Billy in a good way. The author of Source E experienced the violent side of Billy's character first-hand. The author was a lawyer in New Mexico, an area which was home to the lawless activity of Billy the Kid. As a lawyer, whose job it was to uphold law and order, he obviously wants to paint Billy as a ruthless outlaw. Both sources hold very contrasting standpoints, and both are one-sided in their views. The circumstances under which the two sources were written reveals why they differ.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 4 (7–8 marks)</b> Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>• Source D comments on how Billy the Kid was not the person he was portrayed in the press or in the media. He did not kill all the people he was said to have killed. He was a calm and level-headed man who did not drink or smoke.</li> <li>• Source E provides a contrasting viewpoint; it claims that Billy was involved in numerous lawless acts; it refers to him as a “notorious outlaw” who had killed 23 men; he committed his first murder at the age of 14; he was responsible for a reign of terror in the State of New Mexico.</li> <li>• Both sources are contemporary, both authors had direct knowledge of Billy; one author was a member of Billy's gang for a time in the 1870s, the other served as a lawyer in New Mexico, where Billy was an active outlaw.</li> </ul>	10

Question	Answer	Marks
	<p><b>Level 3 (5–6 marks)</b> Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>• Source D says positive things about Billy the Kid – he did not kill as many men as was claimed at the time.</li> <li>• Source E makes negative comments about Billy the Kid – he killed 23 men; he was ruthless.</li> <li>• Both authors lived at the time of Billy the Kid and both had good knowledge of the outlaw.</li> </ul> <p><b>Level 2 (3–4 marks)</b> Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>• Source D says Billy the Kid was a good man/cared for people.</li> <li>• Source E says Billy the Kid was a bad man/shot many men.</li> <li>• Both were written by people whose lives had been affected by Billy the Kid.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Answer which offers generalized comments with limited reference to sources.</p> <ul style="list-style-type: none"> <li>• The sources talk about what Billy the Kid did.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
5	<p><b>Study <u>all</u> the sources.</b></p> <p><b>“Vigilante groups played the main role in enforcing law and order in the West.” To what extent do you agree? Explain your answer using details from <u>all</u> the sources <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the argument Yes = Sources B, C, D, E. No = Sources A, B, C, F, G.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and reasons for it.</li> <li>• Formulates a reasoned conclusion – vigilante groups did operate in the West. This was especially the case in areas where there had been a sudden, dramatic increase in population such as the rapidly expanding mining towns which sprang up during the California Gold Rush after 1848. In these areas they played an important role in law enforcement, as the authorities were unable to provide enough law officers and communities took out self-policing. Criminals could force juries to issue a “not guilty” verdict for fear of revenge attacks. The law officers were unable to stop the attacks of outlaws like Billy the Kid, and it was often vigilantes that captured/shot dead many of these outlaws. Pinkerton Agents also operated as a private force. However, law enforcement was carried out by various enforcement officers such as marshals, sheriffs and deputy sheriffs. The authorities issued wanted posters offering high monetary rewards for information about outlaws and there was trial by a judge and jury. A formal system was operational in most towns by the 1870s–80s.</li> </ul> <p><b>Level 5 (12–14 marks)</b> Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>• More developed discussion of L4 content, knowledge and evaluation.</li> <li>• Formulates a conclusion – the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed.</li> </ul> <p><b>Level 4 (9–11 marks)</b> Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>• The sources offer a mixed set of viewpoints.</li> <li>• Some of the sources confirm that the administration of justice was often in the hands of vigilante groups. Many of the mining towns associated with the gold rush had no law officers and locals acted as their own judge and jury (B). Criminals used their power and threats of revenge to get juries to pass a not guilty verdict (C). It took the actions of vigilante groups to track down many criminals like Billy the Kid (E and A).</li> </ul>	15

Question	Answer	Marks
	<ul style="list-style-type: none"> <li>• Some of the sources confirm that there was an active system of official law enforcement across the states. This included a hierarchy of law enforcement officers – federal, marshal, sheriff, deputy sheriff (G). Sheriffs were the key players at the local level (F). The authorities appealed to the public for help – wanted posters (A).</li> <li>• Some of the sources offer one-sided viewpoints such as (C), which is the view of a vigilante, or wanted poster (A) referring to a “notorious gang of desperadoes.”</li> </ul> <p><b>Level 3 (6–8 marks)</b> Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>• Some sources highlight that the authorities were weak, and communities policed themselves (C), outlaws could do what they want (E).</li> <li>• Some sources say that the authorities were organized and had a hierarchy of officers in place (G). They offered rewards to capture others.</li> <li>• Many of the sources offer one-sided viewpoints (C and A).</li> </ul> <p><b>Level 2 (3–5 marks)</b> One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> <li>• Several of the sources say that law and order was largely carried out by vigilante groups.</li> <li>• Several of the sources suggest that there was a system in place to enforce law and order.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none"> <li>• They had law officers at work.</li> <li>• They used wanted posters.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

## Depth Study B: The Women's Suffrage Movement 1866–1920

Question	Answer	Marks
6	<p><b>Study Source A.</b></p> <p><b>What can you learn from this source about the attitudes of the anti-suffragists towards the suffragists? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (6 marks)</b> Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The poster suggests that the anti-suffragists were very critical of the attitudes and behavior of the suffragists. The poster gives the impression that suffragists are selfish, and that they have abandoned their key responsibilities of running the home. The husband who had returned home from work has had to pick up the pieces and perform household duties as his wife has abandoned her domestic duties. It suggests suffragists do not care for the welfare of their children. The lower caption also suggests that the woman might be the boss in the household as it says that the man is denied the vote by his wife. The upper caption implies that as a suffragette the wife does not have time to perform her rightful duties in the home. The source is very negative in its view of suffragists.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (4–5 marks)</b> Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• It shows what the anti-suffragists were very critical of the behaviors of suffragists.</li> <li>• The suffragists thought only of their campaigns and abandoned their domestic responsibilities.</li> <li>• The working husband is left to pick up the household duties.</li> <li>• The young child has been abandoned by its mother in favor of political campaigning.</li> <li>• It shows that there was no love lost between the two groups.</li> </ul> <p><b>Level 2 (2–3 marks)</b> Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> <li>• The anti-suffragists did not like the suffragists.</li> <li>• They criticised them for abandoning their traditional role in the home.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none"> <li>• They wanted to tie them to a chair to stop them doing things.</li> </ul>	6

Question	Answer	Marks
	<b>Level 0 (0 marks)</b> No valid response.	

Question	Answer	Marks
7	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying the arguments used by anti-suffragists in their campaign to oppose the vote? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The account is very useful because it provides specific information about the beliefs of the anti-suffragists. It shows that religion played a key part in their argument. The source puts forward the strong belief that God had deliberately chosen separate roles for men and women. It says that women are fully occupied in filling the key role of wife and mother and running the household. It believes that involvement in politics would distract women away from their core duties and this would have a negative effect. The source is useful because it is the view expressed by women in Illinois in 1909. It shows what arguments were being put forward in the pre-war period. However, it is limited because it represented the view expressed by only one group of anti-suffragists and an historian would need to know how this compares to the national argument/viewpoint. The source is limited to the year 1909, and the campaigns and arguments changed after this time, building up to 1919. The source provides no information on the last ten years of the campaign. NAOWS [National Association Opposed to Woman Suffrage] was founded in 1911.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• The account provides some information on the views of anti-suffragists.</li> <li>• Part of the argument is religious based – God determined separate roles for men and women.</li> <li>• It places emphasis upon a women’s role as wife and mother.</li> <li>• Women do not have the time to be involved in politics.</li> <li>• It is the argument put forward by anti-suffragists in Illinois.</li> <li>• The source does not look at the big picture, the national view; there is no mention of NAOWS.</li> </ul> <p><b>Level 2 (2–4 marks)</b> Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The account provides some of the arguments used by anti-suffragists.</li> <li>• It says God had made different roles for men and women.</li> <li>• It was written in 1909 in Illinois.</li> </ul>	7

Question	Answer	Marks
	<p><b>Level 1 (1 mark)</b> Answer that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"><li>• It says women should not be given the vote.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
8	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence of anti-suffragist opposition to the Nineteenth Amendment? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The source is part of a letter written in December 1917, at a time when the USA was involved in fighting a war in Europe (joined April 1917). This was a time of national crisis as the country was at war and the anti-suffragists believed that this must be the priority; politicians should not get distracted by the demands for a female vote. The author believes that if allowed, the campaign for the Nineteenth Amendment would end up dominating politics. Political representatives at all levels (city, state, national) would be constantly lobbied by suffragists. The letter was written by the president of NAOWS who used her position to lobby her Congressmen for the anti-suffragist cause. However, her comments are exaggerated, especially the reference to the constant “nagging” and “pestering” policy adopted by the suffragists. She is trying to persuade the Congressman to vote against the Nineteenth Amendment, The exaggerated nature of the claims impacts upon the reliability of the evidence but it does illustrate the arguments that were being put forward by the anti-suffragists.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• The source provides information on the views of the NAOWS to the Nineteenth Amendment.</li> <li>• It says that the time was not right to push for change – it was a time of national crisis as the country had just gone to war.</li> <li>• It was an exaggerated viewpoint, claiming that the city, state and national legislatures will be bombarded by suffragist “nagging” and “pestering” as this impacts upon the reliability.</li> </ul> <p><b>Level 2 (2–4 marks)</b> Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The source provides some reasons why NAOWS opposed the Nineteenth Amendment.</li> <li>• The source is a letter written by the leader of NAOWS.</li> </ul>	7

Question	Answer	Marks
	<p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"><li>• Suffragists were pestering politicians.</li><li>• They were nagging politicians.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
9	<p><b>Study Sources D and E.</b></p> <p><b>Why do these sources differ in their accounts about the level of support for the suffrage cause? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The two sources present very contrasting views about the degree of support for female suffrage. Source D is a newspaper report that comments that a large parade is about to take place in New York City in support of female suffrage. The newspaper is surprised at the degree of support and is anticipating large crowds. This suggests that the movement is gathering pace and the cause is becoming popular. Source E is negative in its view, suggesting that only a small number of women actually wanted the vote. The source says that the majority are opposed. It calls upon men to do the right thing and follow the views of the majority and refuse female suffrage. The granting of the vote would be a bad step and it would be a menace to society. Source E is taken from a speech delivered in 1915 by a female president of the Massachusetts Anti-Suffrage Organization. As the leader of such an organization you would expect her to be one-sided in her line of argument, especially as the Massachusetts branch was one of the more powerful and successful of the anti-suffrage branches. This contrasts with Source D which is an account from a New York City newspaper, dated May 1912. The newspaper editor appears surprised at the depth of support for the suffrage cause. This is a view which is at odds with that of Source E. Both sources hold very contrasting standpoints, Source E being very one-sided in its view, while Source D appears to be less judgemental. The circumstances under which the two sources were written reveals why they differ.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 4 (7–8 marks)</b> Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>• Source D comments that a large parade is about to be held in New York in support of female suffrage; it will attract large crowds and will demonstrate how support for the case is growing.</li> <li>• Source E provides a contrasting viewpoint and comments that only a small number of women want the vote. The majority of women do not. They believe that getting the vote will be a menace to society. Men should do what the majority of women want and not grant the vote.</li> <li>• Both sources are contemporary, and both refer to the campaign for female suffrage. Source E is the view of an anti-suffrage protestor and is one-sided. Source D is more supportive of female suffrage.</li> </ul>	10

Question	Answer	Marks
	<p><b>Level 3 (5–6 marks)</b> Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>• Source D talks about how support for women getting the vote is growing, with women taking to the streets.</li> <li>• Source E is opposed to women being granted the vote; women do not want it.</li> <li>• Both provide primary evidence upon views held at the time.</li> </ul> <p><b>Level 2 (3–4 marks)</b> Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>• Source D believes that more and more women are campaigning to get the vote.</li> <li>• Source E does not want women to have the vote.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Answer which offers generalized comments with limited reference to sources.</p> <ul style="list-style-type: none"> <li>• The sources refer to the campaign by women to get the vote</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
10	<p><b>Study all the sources.</b></p> <p><b>“During the early twentieth century the campaign for female suffrage attracted increasing support from women across America.” To what extent do you agree? Explain your answer using details from <u>all</u> the sources <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis Yes = A, C, E, F No = A, B, C, D, G</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and the reasons for it.</li> <li>• Formulates a reasoned conclusion – the movement did gather pace during this period. The suffrage campaign involved many forms of activity which included marches. These attracted large crowds and media attention (D). More women joined the movement and the movements growing popularity caused other women to organize protests against them. An anti-suffrage movement was formed, the National Association Opposed to Woman Suffrage (NAOWS), with branches across America – Illinois, Massachusetts, New York (B &amp; E). Its newspaper had over half a million readers, suggesting there was a sizeable anti-suffrage movement (G). The sources reflect varied views to support and challenge the hypothesis.</li> <li>• The answer has a supported and developed overall judgement.</li> </ul> <p><b>Level 5 (12–14 marks)</b> Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>• More developed discussion of L4 content, knowledge and evaluation.</li> <li>• Formulates a conclusion – the information given in the sources is one-sided and does not provide the big picture; therefore, the overall judgement will be dependent upon which sources will have been viewed.</li> </ul> <p><b>Level 4 (9–11 marks)</b> Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>• The sources offer a mixed set of viewpoints.</li> <li>• Some of the sources confirm the support for the campaign calling for an extension of the franchise which was growing. The movement had gathered momentum after the merging of two groups to form NAWSA. This had joined with other groups to demand change (e.g. WCTU). They stepped up their campaigns becoming more public in their actions – holding marches in key cities (D &amp; F), with large numbers marching in New York in 1915. Their growing strength led to criticism from the anti-suffragists who saw them as a threat (A).</li> </ul>	15

Question	Answer	Marks
	<ul style="list-style-type: none"> <li>• Some sources suggest that while there was a growth in support for the suffrage cause, this triggered a corresponding growth in the anti-suffrage movement. NAOWS was formed in 1911 (Source G) and it set up branches across America (B &amp; E) – Illinois and Massachusetts. It established an anti-suffragist newspaper “Woman’s Protest” (G). It argued strongly against the suffragist cause (A &amp; B) and attempted to use the war as a means to undermine suffragists (C). The anti-suffragists were a powerful force.</li> <li>• Some of the sources offer one-sided viewpoints such as Source A, a poster produced to ridicule the suffragists. Source B represents the conservative, traditional view of the role of women. Source E is a speech made by the President of Massachusetts Anti-Suffrage Organization.</li> </ul> <p><b>Level 3 (6–8 marks)</b> Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; <b>or</b> Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>• Some sources show the support among women for the suffrage cause was growing. Sources D &amp; F provide information on marches; Source A suggests the suffragists were being successful in getting their message across.</li> <li>• Some sources show that support for the anti-suffrage cause was strong; Source G says that NAOWS was formed in 1911 and its newspaper had over 600,000 readers, Sources B &amp; C show the arguments put forward by the anti-suffragists. Source E says that more women oppose rather than support the suffrage cause.</li> <li>• Many of the sources offer one-sided viewpoints such as A, B, and E.</li> </ul> <p><b>Level 2 (3–5 marks)</b> One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> <li>• Some of the sources say that support for the campaign to get women the vote was strong.</li> <li>• Some of the sources suggest that many women did not support the movement that demanded the vote.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none"> <li>• There was lots of support.</li> <li>• Women liked the campaign.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

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

Question	Answer	Marks
11	<p><b>Study Source A.</b></p> <p><b>What is the message of this source? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (6 marks)</b> Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The main message of the cartoon is that Wilson is unlikely to bring America into the war should he be re-elected. He would continue with a non-interventionist policy. Source A is a cartoon which appeared in the magazine “Punch” in October 1916. This was the time of a presidential election campaign and Wilson was hoping to win a second term of office. The cartoon suggests that Wilson’s ticket is the promise that he will keep the United States out of the First World War. Wilson was against US involvement in the war and he has resisted all attempts by the allies to join the conflict. He wants people to think that he will keep the US out of the war if re-elected. The magazine is making fun of Wilson’s attitude – the caption says that Wilson’s response to a report that New York was blockaded by German U boats was just to say that it was “very inopportune.” He would do nothing about it.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (4–5 marks)</b> Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• There was a Presidential election about to take place.</li> <li>• Wilson was standing again, promising to keep the US out of the war.</li> <li>• The cartoon is saying that nothing will cause Wilson to change his mind – even German U boats blockading New York.</li> <li>• It shows the United States does not want to get involved in the affairs of Europe.</li> </ul> <p><b>Level 2 (2–3 marks)</b> Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> <li>• A Presidential election is about to take place.</li> <li>• A vote for Wilson will keep America out of the war.</li> <li>• Wilson does not want America to get involved.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none"> <li>• Vote for Wilson in 1916.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	6

Question	Answer	Marks
12	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying the role of the US in world affairs before the First World War? Explain your answer using details from the source <u>and</u> your own knowledge</b></p> <p><b>Level 4 (7 marks)</b> Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The source is useful because it is the view of President Wilson, the leader of the United States. He was the man who is in charge of the direction of US foreign policy. Wilson is expressing the view that America is a peaceful nation that should not be feared by other nations; America wishes to follow a non-interventionist foreign policy. Wilson sees America playing a moral role to defend freedom and human rights – Moral Diplomacy. The US will not take action against a country unless it is doing things which go against the human rights of the people living in the country. The US will put human rights first; it will uphold the liberties of ordinary people. Wilson was making this statement in July 1914 just at the time when conflict was brewing in Europe. Wilson wanted to keep the US out of any war which might start in Europe. The source is therefore useful because it was said by the President at the time when war was threatened. It sent a clear message that the US would not get involved. However, the usefulness is limited as this is just the word of the President and we do not know if it reflects the view of Congress. We do not know how popular Wilson’s view was with Congress/other parties/the public.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• The source is useful because it contains the thoughts of the US President, the head of state who directs US foreign policy.</li> <li>• Wilson states that the US wishes to follow a peaceful foreign policy but will take action if human rights and liberty are violated.</li> <li>• Wilson believes the US has a moral responsibility.</li> <li>• The usefulness is limited as it only expresses the view of the President, not Congress.</li> </ul> <p><b>Level 2 (2–4 marks)</b> Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The source is useful because it is the words of the President.</li> <li>• It says that America has a duty to protect humanity.</li> <li>• It is not useful because it is a one-sided view.</li> </ul>	7

Question	Answer	Marks
	<p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"><li>• It says the United States has a role to play.</li><li>• It is said by an important person in government.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
13	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence of the reaction within the United States to the news of the sinking of the <i>Lusitania</i> in May 1915? Explain your answer using details from the source <u>and</u> your own knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The source expresses the view of a Republican and former politician. He is a man who had been involved in US politics. He is very clear in his belief that Germany was clearly responsible for the sinking of the <i>Lusitania</i>. The torpedo fired by a German submarine violated international law and the incident must be treated as such. The US must not wait for the outcome of any investigation, as the facts are very clear. Germany should be renounced as an outlaw among nation states. There was clearly outrage over this attack. Action was needed against the country and could not wait for any inquest. The reliability of this source is affected by the fact that it is the view of the Republican, and Republicans tended to favour direct action. It does not take into account the views of Wilson, the Democratic President, who did not wish to take the country to war and was not willing to take direct action. The source is one-sided in its view which limits its reliability.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• It is the view of a Republican whose views were different to those of the Democratic President.</li> <li>• It spells out the common belief that Germany was responsible for the sinking of the <i>Lusitania</i> – its submarine fired a torpedo.</li> <li>• It says there is a need for quick, direct action to be taken by the US against Germany.</li> <li>• Wilson was unwilling to drag the US into the conflict in Europe against Germany.</li> <li>• The source is one-sided in its view and this limits its reliability.</li> </ul> <p><b>Level 2 (2–4 marks)</b> Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• It is not that reliable because it is the view of a Republican and does not reflect the view of all Americans.</li> <li>• It says that action needs to be taken against Germany.</li> <li>• It is a one-sided view.</li> </ul>	7

Question	Answer	Marks
	<p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"><li>• It says some people were angry at Germany.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
14	<p><b>Study Sources D and E.</b></p> <p><b>Why do these sources differ in their view of how the United States should respond to the sinking of the <i>Lusitania</i>? Explain your answer using details from the sources <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The sources provide contrasting views on how the US should respond to news of the sinking of the <i>Lusitania</i>. Source D argues that the US needs to take firm action against Germany. The sinking of the <i>Lusitania</i> together with the torpedoing of other US ships are acts of direct murder and cannot go unpunished. The source dismisses the idea of ignoring such actions for the greater good of working towards peace. It says that unless action is taken the US would have failed humanity. Source E contrasts this viewpoint and argues that the United States should continue to be the power of peace and it should continue with its policy of pressing for a lowering of armaments among other nations. It says that the recent decision to increase preparations for war within the US threatens the policy and makes a permanent peace less likely. Source E is taken from a letter written by the Women’s Peace Party to President Wilson in October 1915, after the sinking of the <i>Lusitania</i>. The Peace Party wants the US to remain outside the war raging in Europe and puts forward its argument. It is a very one-sided viewpoint because it only represents their argument. Source D is taken from an article written by former President Theodore Roosevelt. Its title “Murder on the High Seas” sets the tone of the writing and reflects Roosevelt’s attitude to US foreign policy which was one of direct action and protectionism. Written in May 1915 it was a direct response to the sinking and reflected popular opinion that action was required. The authorship and context of the sources therefore explains why they differ so much in their views.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 4 (7–8 marks)</b> Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>• Source D argues for immediate direct involvement. Germany should not be allowed to go unpunished, and action is needed by the US as Germany has carried out “direct murder.” The US has a duty to humanity to respond and should abandon its drive for peace believing that this is the correct policy.</li> <li>• Source E argues that the US should not respond with force to the sinking of the <i>Lusitania</i>. The US must continue with its push to try to secure a permanent peace. The country should not be rearming as this would destroy any hope of peace.</li> </ul>	10

Question	Answer	Marks
	<ul style="list-style-type: none"> <li>• Both sources offer very one-sided accounts due to the authorship. Source E is the viewpoint put forward by the Women's Peace Party. Source D is the view of former President Roosevelt who always believed that the US had a role to play in protecting human rights and freedom in other states.</li> </ul> <p><b>Level 3 (5–6 marks)</b> Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>• Source D argues for action to be taken against Germany. The sinking of American ships by German submarines cannot go unpunished.</li> <li>• Source E argues that the US must not take any action. The US should continue with the push towards securing a peaceful solution.</li> <li>• The two views are very one-sided. Each author wants to spell out their belief.</li> </ul> <p><b>Level 2 (3–4 marks)</b> Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>• Source D wants the US to take action against Germany.</li> <li>• Source E wants the US to follow a policy of peace.</li> <li>• The views are one-sided and opposite.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Answer which offers generalized comments with limited reference to sources.</p> <ul style="list-style-type: none"> <li>• The sources say different things.</li> <li>• The authors do not agree.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
15	<p><b>Study <u>all</u> the sources.</b></p> <p><b>“Before 1917 most Americans wanted the United States to play a peaceful role in international affairs.” To what extent do you agree? Explain your answer using details from <u>all</u> the sources <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis Yes = A, B, E, G No = C, D, F, G</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and the reasons for it.</li> <li>• Formulates a reasoned conclusion – Woodrow Wilson won the 1916 Presidential Election though the promise of keeping the US out of the war that had been raging in Europe for over two years. Wilson argued that the US had a moral responsibility to uphold freedom and the protection of human rights. Only if these human rights were violated should the US move away from a peaceful policy. Others disagreed and argued that the US, because of its size and influence, had a duty to act against aggressive nations like Germany. Acts such as the sinking of the <i>Lusitania</i> could not go unpunished. The US had a duty to uphold and protect humanity at large. Demonstrations took place both in support of preparations for war and in support of non-intervention and the working for a peaceful settlement.</li> </ul> <p><b>Level 5 (12–14 marks)</b> Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>• More developed discussion of L4 content, knowledge and evaluation.</li> <li>• Formulates a conclusion – the information given in the sources can be one-sided and therefore the overall view will be dependent upon which sources have been viewed.</li> </ul> <p><b>Level 4 (9–11 marks)</b> Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>• The sources present contrasting viewpoints which both support and counter the hypothesis.</li> <li>• Some of the sources argue strongly in favour of the US not being involved and that the country had a duty to uphold peace (E). Wilson was returned as President in 1916 on the pledge that he would keep the US out of the war (A). He called for a moral approach to world affairs, taking action only if all peaceful methods had been exhausted (B).</li> </ul>	15

Question	Answer	Marks
	<ul style="list-style-type: none"> <li>• Some of the sources call for involvement in the war. Events such as the sinking of the <i>Lusitania</i> did cause a shift in public opinion with some leading politicians calling for the US to take immediate action to avenge the murder of innocent people (C). Roosevelt argued that Germany needed to be punished for its “Murder on the high seas” (D). Ordinary people took to the streets to demand the US took steps to prepare for war (F).</li> <li>• Society was split in its views over possible US involvement in the war (G). Attitudes began to change due to German actions during 1916-17.</li> <li>• Some of the sources offer one-sided viewpoints. Source E is the view of the Women’s Peace Party which was clearly anti-war. Source C is the view of the President who won re-election on the promise of keeping the US out. Source D is the view of a former president who believed that the US had a duty to protect weaker nations and uphold liberty and human rights.</li> </ul> <p><b>Level 3 (6–8 marks)</b> Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>• Some sources argue in support of the US following a peaceful policy – Wilson won the presidential election with the promise of continued peace (A); he believed in non-involvement (B). There were organizations set up to demand a peaceful approach (E).</li> <li>• Some sources support the counter-argument – Some viewed the sinking of the <i>Lusitania</i> a murder and argued for action to be taken against Germany (C &amp; D) Some took to the streets to call for military involvement (F). Attitudes began to change during 1916-17.</li> <li>• Some of the sources are very one-sided in their views. Source E is the view of the Women’s Peace Party. Source C is the view of the President who wanted to keep the US out of the war. Source D believes the US should take action.</li> </ul> <p><b>Level 2 (3–5 marks)</b> One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> <li>• Some of the sources argue for a peaceful approach to the crisis (A). The US has a moral duty to follow a peaceful policy (B). Many Americans do not want war (E).</li> <li>• Some of the sources argue for the US to take action. It cannot allow the sinking of the <i>Lusitania</i> to go unpunished (C). The US has a duty to take action (D &amp; F).</li> <li>• Some of the sources are one-sided in their views (C, D, and E).</li> </ul> <p><b>Level 1 (1–2 marks)</b> Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none"> <li>• The sources say different things, they do not agree.</li> <li>• Vote for Wilson to keep the US out of the war</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

## Depth Study D: American Society and Popular Culture c.1920–1970

Question	Answer	Marks
16	<p><b>Study Source A.</b></p> <p><b>What can you learn from this source about the counter-culture of the 1960s? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (6 marks)</b> Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The source depicts an aspect of the counter-culture that developed during the 1960s. The photograph shows a group of hippies gathering in the Haight Ashbury district of San Francisco. It was an informal gathering of young people, an opportunity to listen to music. This region was the home of the hippie culture which really took off during the Summer of 1967, which became known as the “Summer of Love.” Hippies rejected traditional lifestyles – they grew their hair long, men grew beards, they dressed in very casual clothes, took drugs and rejected parental conventions such as marriage and home ownership. Many took to living in communes. The source shows a key change in social values which emerged during the 1960s and led to a “generational gap.”</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (4–5 marks)</b> Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• It is a photograph taken during the “Summer of Love” of 1967.</li> <li>• It shows an aspect of the counter-culture of the 1960s.</li> <li>• It shows the hippie culture which was strong in San Francisco.</li> <li>• It was a rejection of traditional values - long hair, drug taking, and living in communes.</li> <li>• The hippie lifestyle followed by those who wanted to drop out of society.</li> </ul> <p><b>Level 2 (2–3 marks)</b> Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> <li>• The photograph is of hippies.</li> <li>• They are sitting together listening to one of them playing the guitar.</li> <li>• They dressed differently to their parents.</li> </ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none"> <li>• Hippies were common in the 1960s.</li> <li>• Some of them grew their hair long.</li> </ul>	6

Question	Answer	Marks
	<b>Level 0 (0 marks)</b> No valid response.	

Question	Answer	Marks
17	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying the reasons why some Americans adopted alternative lifestyles during the 1960s? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The source suggests reasons why some Americans chose alternative lifestyles during the 1960s. The author talks about wanting to break away from the established order. It was an attempt to break with the past – the 1950s had been a difficult decade – the threat of nuclear war, the era of McCarthy. In the 1960s many people wanted to break away from this. The author is looking at how to obtain freedom and believes they can do this by breaking away and revolting against the traditional lifestyle which their parents live by. The source is useful because it was said by an influential musician of the 1960s - Jim Morrison. His band, “The Doors,” was one of the top music bands of the 1960s and what he said had influence. However, the usefulness is affected by the fact that Jim Morrison had an image to keep up and his views were rather extreme. He also only hints at some of the reasons why some Americans adopted alternative lifestyles. The source fails to list many reasons such as a rejection of the consumer society in the 1950s.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• The source talks about rejecting the existing system.</li> <li>• It talks about revolt, chaos and disorder – views popular amongst the younger generation.</li> <li>• It says people want freedom to do what they want and they do not want to be tied down with tradition.</li> <li>• It is the opinion of a famous musician; his group “The Doors” was very popular because its songs reflected such views as freedom and breaking away.</li> <li>• It is very narrow in focus and does not provide a range of reasons.</li> </ul> <p><b>Level 2 (2–4 marks)</b> Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The source says people need to break away from the established order.</li> <li>• He wants to become free and adopt a new lifestyle.</li> <li>• It was said by a well-known musician and is one-sided in its view.</li> </ul>	7

Question	Answer	Marks
	<p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"><li>• Some people want to break free.</li><li>• It talks about revolt and disorder.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
18	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence that a generation gap developed during the 1960s? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The source is not very reliable as evidence. It is the lyrics of a verse written by Bob Dylan in 1964. The fact that it is a song can impact on its reliability as it was written to accompany a specific tune. Therefore, the words were selected to help the lyrics to flow. Bob Dylan was one of the leading song writers of the 1960s. He had become famous because his songs spoke about change, protest and rebellion. In this case he is saying that the times are changing especially for young people. Parents do not understand what their children want and are critical that they seem to be rejecting traditional lifestyles. Dylan is appealing to the older generation to adapt to the changes. While the reliability of the evidence can be questioned it is still important to historians because it illustrates the generation gap that was developing between parents and their teenage children. Dylan was writing about what he saw in society, but his view was rather one-sided. Change was not evident across the whole of the United States. Not all young people embraced the new changes.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b> Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• The source gives some examples of the generation gap that was emerging in the 1960s – there was a new generation emerging and parents had to get out of the way and allow it to develop.</li> <li>• It is a description of changing times – “the times are a-changin.”</li> <li>• Bob Dylan wrote very popular songs – many of them were protest songs or ones which described how society was changing.</li> <li>• The source is not very reliable because it is a verse from a 1960s song.</li> </ul> <p><b>Level 2 (2–4 marks)</b> Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The source says that things are changing.</li> <li>• It asks mothers and fathers not to criticize; it says sons and daughters are now beyond their control.</li> <li>• The accuracy of the source can be questioned – it is a one-sided view.</li> </ul>	7

Question	Answer	Marks
	<p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment or paraphrase source content.</p> <ul style="list-style-type: none"><li>• This was a time of change.</li><li>• Songs were popular.</li><li>• Bob Dylan was a singer.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
19	<p><b>Study Sources D and E.</b></p> <p><b>Why do these sources differ in their attitudes to the counter-culture of the 1960s? Explain your answer using details from the sources <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b> The two sources present very contrasting views. Source D is the view of a young student who participated in the drug culture which was emerging on university campuses during the 1960s. The student does not see anything wrong in experimenting. The students enjoy the dare of doing things their parents would disapprove of. Source E outlines the traditional view of the older generation. Many parents of university students would disapprove of such drug taking activities. The student being interviewed comments that if his dad found out he would take steps to stop such activities, while his mother would want him to receive a course of counselling. The sources express contrasting viewpoints. One represents the viewpoint of the traditional United States, a strict following of convention. The other illustrates a “new” United States, suggesting a generation gap was forming. The context in which these statements were made helps to explain why the viewpoints differ.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 4 (7–8 marks)</b> Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>• Source D presents the view of a college student in 1966 who enjoyed the counter-culture lifestyle that developed during the 1960s. The student admits to usage and enjoyed the rebellious nature of such activity. They note that it was not something parents would approve of.</li> <li>• Source E is a comment made by a university student in 1966. They acknowledge that the drug culture that was present on university campuses was something he could not tell his parents about as they would not like it. They would try to stop such activity; his parents represent traditional values.</li> <li>• Both sources date from the same year yet highlight contrasting viewpoints; Source D is the view of a student keen to embrace the changes in youth culture. Source E represents the traditional viewpoint of his parents, and the traditional values of the 1950s being carried forward into the 1960s.</li> </ul>	10

Question	Answer	Marks
	<p><b>Level 3 (5–6 marks)</b> Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>• Source D talks about drug use on university campuses and how many students were involved.</li> <li>• Source E suggests that most parents would disapprove of the drug culture developing on university campuses and would try to stop such activity.</li> <li>• Both provide primary evidence. Both are one-sided in their viewpoints.</li> </ul> <p><b>Level 2 (3–4 marks)</b> Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>• Source D describes the activity of students involved with drugs.</li> <li>• Source E says that their parents would disapprove of such activity.</li> <li>• Both sources are written by students who had interest in the event.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Answer which offers generalized comments with limited reference to sources.</p> <ul style="list-style-type: none"> <li>• The sources talk about the use of drugs.</li> <li>• They say different things.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
20	<p><b>Study <u>all</u> the sources.</b></p> <p><b>“During the 1960s many Americans broke away from tradition by adopting alternative lifestyles.” To what extent do you agree? Explain your answer using details from <u>all</u> the sources <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis Yes = A, B, C, D, F, G. No = C, E, F, G.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and the reasons for it.</li> <li>• Formulates a reasoned conclusion – The decade of the 1960s saw the development of numerous counter-cultures in which individuals broke with tradition and established values. Some, especially the younger generation joined the hippie movement which reached a height in 1967 with the “Summer of Love.” Others attempted to find ways to reject the traditional life expected of them. They often experimented with drugs on university campuses and engaged in activity which would be disapproved of by their parents. They expressed their feelings in songs or joined protest groups. However, not all Americans welcomed these changes, particularly the older generation and this resulted in the emergence of a “generation gap.” There was a growing divide between the younger age group and their parents.</li> </ul> <p><b>Level 5 (12–14 marks)</b> Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>• More developed discussion of L4 content, knowledge and evaluation.</li> <li>• Formulates a conclusion – the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed.</li> </ul> <p><b>Level 4 (9–11 marks)</b> Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>• The sources offer a mixed set of viewpoints.</li> <li>• Many of the sources confirm that the 1960s did see a break from tradition; San Francisco emerged as the home of the hippie counter-culture movement (A). Protest and rebellion became common themes in popular music (B &amp; C) and these singers/bands had a big influence upon young Americans. University students embraced the new changes and experimented with drugs (D). The break with tradition was evident in many areas such as dress, music, art, literature, attitudes to marriage (G).</li> </ul>	15

Question	Answer	Marks
	<ul style="list-style-type: none"> <li>• Some of the sources suggest that not all Americans broke with tradition and many wanted to continue with their existing lifestyle. Singers such as Bob Dylan began to talk about a generation gap, with parents not embracing the changes which their children desired (C and E). The idea of a generation gap took hold and was commented on in the popular media (F). Such changes caused tension between the generations (G).</li> <li>• Many of the sources offer one-sided viewpoints such as Source C, a commentary by a singer who welcomed change. Source F represents the younger and older generations' stereotypical style.</li> </ul> <p><b>Level 3 (6–8 marks)</b> Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; <b>or</b> Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>• Some of the sources confirm a break away with tradition; (A) the hippie movement. Song writers calling for change/rebellion against tradition (B &amp; C); new dress, music, art, literature (G).</li> <li>• Some of the sources suggest that not all Americans wanted to break with tradition. A generation gap emerged (F). Tensions developed between parents and their children (E and G). Parents were slow to respond to changing times (C).</li> <li>• Many of the sources offer one-sided viewpoints such as C and F.</li> </ul> <p><b>Level 2 (3–5 marks)</b> One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> <li>• Many of the sources say things were changing in the US.</li> <li>• Some sources say that some people continued to live as they always had.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none"> <li>• This was a time of change.</li> <li>• There were many changes.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	