



Cambridge IGCSE™

AMERICAN HISTORY (US)

0409/02

Paper 2 Depth Study

May/June 2022

MARK SCHEME

Maximum Mark: 45

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **36** 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>Study Source A.</p> <p>What can you learn from this source about the life of the settlers? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response:</p> <p>You can learn from Source A about the housing people lived in and the work they did. Houses were made of sods of earth because there was a shortage of timber on the Plains. The chimney indicates that smoke had to be released from a fire or cooking in the home which suggests it was unhealthy inside. The windows are limited so the interior would have been rather dark. The house was built below the level of the ground above, possibly to protect it from the weather especially strong winds and snow.</p> <p>From the crops growing to the left of the chimney we learn that the settlers were farmers. They have two horses and a cart to work the fields though oxen were stronger and would have been more useful. The family have limited possessions and appear to be isolated from others. Following the Homestead Act of 1862 settlers had been allowed to claim a patch of land, build a house and farm the surrounding land which explains why families lived at a distance from each other.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> • Families lived in sod houses – a building material which required constant repair. • Family was quite large; they look quite poor. • They had few possessions. • They were known as homesteaders and they lived in homesteads. <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"> • Settlers live in sod houses made of earth. • Settlers farmed the land they had. • People look poor – they had a hard life. 	6

Question	Answer	Marks
1	<p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> • People live in houses made of mud bricks. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
2	<p>Study Source B.</p> <p>How useful is this source to a historian studying the problems faced by farmers farming in the West? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response:</p> <p>The account is useful because it describes one of the problems faced by the farmers who farmed in the West. In this instance it details the impact of an attack of locusts who suddenly descended upon a field of wheat and within a short time had eaten a percentage of the crop yield. On occasions such attacks could be extremely severe and the whole of the crop could be eaten. The author refers to the locusts having a “devastating feast” and even though they stayed only two days they had a serious impact. Farmers faced the constant threat of a savage attack by locusts and other insects and this source is useful because it provides an eyewitness account by a Norwegian settler farming in Idaho in 1865.</p> <p>However, the source is limited in its scope and provides only an isolated example of one of many problems faced by farmers farming in the West. It does not tell us about other diseases affecting crops. There is no mention of the extremes of the weather which could also have a devastating impact, such as dust storms, heavy rains, severe winter snowstorms and periods of drought. The source only highlights one of the many problems and this therefore limits its overall usefulness.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
2	<p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> • The account highlights the severe impact a locust attack could have on crop yields. • It is an eyewitness account by a settler from Idaho. • Attacks by locusts and other insects could be very severe. • The usefulness of the source is limited due to its narrow focus. • Farmers also faced many other problems such as drought, disease, extremes of bad weather. <p>Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The account describes a locust attack – the insects eat a field of wheat. • It says such insect attacks could be devastating. • It is said by a settler from Idaho in 1865. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • Insects eat a crop of wheat. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
3	<p>Study Source C.</p> <p>How reliable is this source as evidence of the relationship between the settlers and the Native Americans? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response:</p> <p>The account may be considered reliable about the relationship between settlers and Native Americans in showing how the latter resented the settlers to such an extent that they were prepared to kill them. It is also reliable in showing how settlers regarded the Native Americans as savage since they are described as “cowardly” and brutal.</p>	7

Question	Answer	Marks
3	<p>However, it is unreliable as relations between Native Americans and settlers were not always hostile and attacks by Native Americans on settlers were rare. The account is likely to be based on the reports of the settlers rather than the Native Americans which explains why the account gives the impression that the attack was unprovoked.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> • Attacks upon a homestead family by a group of Native American warriors did occur. • The newspaper reporter makes the Bradley family appear heroic in the face of a savage attack. • However, the author is trying to make the story quite dramatic and uses emotive words such as “cowardly.” • Such attacks were rare but when they did happen they worried homesteaders and this newspaper account played a part in whipping up this concern which limits the reliability of the source. <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The source says the relationship between Native Americans and the settlers was sometimes hostile. • It describes an attack upon the Bradley homestead. • The source is taken from a newspaper account. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • Native Americans could attack homesteaders. • Such attacks could result in people getting killed. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
4	<p>Study Sources D and E. Why do these sources differ in their views about settling on the Great Plains? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response:</p> <p>The two sources differ in their views due to the nature of the two publications. Source D is an advert produced in the mid-1860s by the authorities of the Dakota Territory in an attempt to attract settlers to move out West and settle in this area. The account is very positive and is targeted at young men and women. It describes the potential of life in the West. Source E is merely an account of a settler who is recording his experience of life in Kansas and portrays the reality of the hardships of living there including drought. Also, Source D is about Dakota territory and E about Kansas and at different times which may explain the difference between them. In support of Source D, something might be said about push and pull factors such as the Homestead Act and in Source E details about the problems of life in the West might be included.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> • Source D is an advert sponsored by the authorities of Dakota Territory which is trying to attract people to move out West and settle. It suggests that people who take up the offer will lead a much better life than if they had stayed in the East. • Source E provides an account of the hardship experienced by settler families due to a severe drought which hit Kansas in 1874. It spells out the hunger and shortage of water which faced the settlers, causing some to conclude that it would be better to move back East. • The sources contain contrasting viewpoints. One is an attempt to encourage emigration and settlement on the Great Plains by saying how good life could be, the other is more factual and honest, spelling out the problems which can occur due to the onset of bad weather. It claims life can be very hard for settlers in the West. <p>Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> • Source D says that life could be good for those who chose to settle on the Great Plains. 	10

Question	Answer	Marks
4	<ul style="list-style-type: none"> • Source E says that settlers on the Great Plains experienced many hardships, one of which was drought. • Both sources provide contrasting viewpoints, one sells the benefits of a better life than in the East, the other spells out the hardships that can occur, making life very difficult for settlers. <p>Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> • Source D encourages settlement on the Great Plains. • Source E discourages settlement on the Great Plains. • The authors have different viewpoints. <p>Level 1 (1–2 marks) Answers which offer a generalised comment with limited reference to sources.</p> <ul style="list-style-type: none"> • The sources say good and bad things about on the Plains. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
5	<p>Study <u>all</u> the sources.</p> <p>“Living in isolation was the greatest challenge facing those who settled in the West.” To what extent do you agree? Explain your answer using details from all the Sources <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the argument Yes = Sources A, C, F No = Sources B, C, D, E, G • Supporting knowledge to expand upon source content. • Evaluation of the sources as evidence. • Formulates a reasoned conclusion – some sources support the view that living in isolation was the greatest challenge facing those who settled in the West. The family photographed outside their sodhouse (Source A) were living in isolation on their homestead, quite a distance from near neighbours and the nearest town, making it difficult to get supplies; the Bradley family who experienced an attack by Native Americans (Source C) were isolated from near neighbors who took 	15

Question	Answer	Marks
5	<p>some time to arrive to help fend off the attack; the Plains were flat and stretched for miles, the woman and child are collecting cattle dung on the vast empty plains of Kansas (Source F). However, other challenges faced settlers living in the West. One challenge was the weather, particularly the impact of drought (Sources E and G) which often resulted in hunger due to food shortages, the lack of water to carry out daily functions such as washing bodies and clothes, cattle died due to a lack of drinking water, and a deterioration of the health of the people who became weaker and less resistant to disease. During the winter months very cold temperatures and heavy snowfall could cause severe hardship (Source G). Ranches and homesteads struggled to tend to their livestock, some of whom died in the extreme conditions. In some instances, cowboys died trying to save their animals. Hordes of insects, especially locusts, could descend and ruin crop yields (Source B), causing food shortages and hardships to farmers who could lose their entire crop. Possible attacks from Native Americans were a threat that settlers had to live with (Source C) although this was rare. Settlers also faced the constant threat of disease which could result in a heavy death toll. The advert by the authorities in the Dakota territories (Source D) offered boundless areas of land in the Northwest to prospective settlers and made settlement sound attractive. Farmers faced a range of challenges when attempting to settle out West, that of isolation being one of the major challenges. The sources reflect varied views to support and challenge the hypothesis.</p> <ul style="list-style-type: none"> The answer has a supported and developed overall judgement. <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> Develops discussion of L4 content, knowledge <u>and</u> evaluation to formulate a conclusion. <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> The sources outline a number of challenges faced by farmers. Source A illustrates an isolated homestead, the family living in a sodhouse far away from neighbors; Source C suggests that the Bradley homestead was quite isolated as it took some time for neighbors to arrive to help fend off the attack by Native Americans; Source F shows a mother and child collecting cattle dung on the vast empty plains of Kansas. Sources E and G demonstrate that the extremes of weather could pose severe challenges which could result in the loss of life. Drought was a problem during the summer month (E and G), the shortage of water causing the death of both humans and animals. During the winter 	

Question	Answer	Marks
5	<p>severe low temperatures and heavy snow (G) could be equally challenging. There was also the threat of attacks by Native Americans (C), as well as the threat of infestations of locusts which could devastate crop yields (B). In addition, disease was a constant threat and could result in a heavy death toll. Source D suggests isolation was not a problem as settlers will meet other people and be able to build a new society.</p> <ul style="list-style-type: none"> Some of the sources offer one-sided viewpoints such as (C) which describes a heroic fightback by a homesteader family against an attack from Native Americans; (E) spells out the horrors of the impact of drought and (D) glorifies the attractiveness of moving out West to settle in Dakota. <p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> Some sources confirm that isolation was a challenge to settlers who lived in isolation on their remote homesteads and sod houses (A and F). The extremes of the weather was also a challenge; drought could have a severe impact (E), as well as harsh winters (G). Attacks by Native Americans was also a challenge (C), as were attacks upon crops by hordes of insects (B). Many of the sources offer one-sided viewpoints (C), (D) and (E). <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> Some of the sources confirm that living in isolation was the most severe challenge. Some of the sources suggest other challenges were important such as locust attacks, hardship for homesteader families and attacks by Native Americans. <p>Level 1 (1–2 marks) Answers which offer a generalised comment with no/little support from the sources.</p> <ul style="list-style-type: none"> Bad weather had a big impact. Other factors caused hardship for settlers. <p>Level 0 (0 marks) No valid response.</p>	

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

Question	Answer	Marks
6	<p>Study Source A.</p> <p>What can you learn from this source about the campaign for women’s suffrage in 1917? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: You can learn from the source various points about the National Woman’s Party (NWP). The cover of the NWP’s newspaper shows that its supporters were demonstrating on the streets demanding the vote. They did so by voicing their views (woman in the centre) and holding placards showing that they wanted “an amendment to the constitution” and for the President to tell them how long women had to wait for “freedom”. In mid-1917, when the newspaper was issued, Woodrow Wilson was president. He had been reluctant to extend the franchise to women yet he had entered the Great War in defence of democracy. The central placard suggests the NWP thought he was hypocritical as the US was prepared to fight for democracy in Europe, whilst denying women in the US their democratic rights. The title of the illustration – “News from the Front” – was designed to show that the NWP saw their campaign as their war, mirroring the terminology used to describe the war in Europe. Members of the NWP took part in marches in Washington and New York and became more active, protesting directly outside the White House and refusing to support the war effort.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> • The source shows that women were campaigning in 1917 for the right to be granted the vote. • It shows that one method that they used to protest was to hold up placards. They were members of the National Woman’s Party. • The writing on the placards calls for a change in the US Constitution and asks how long it will be before Wilson supports their cause. • Members of the NWP also went on marches and protested outside the White House. 	6

Question	Answer	Marks
6	<p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> • The source shows women protesting by holding up placards. • They want a change in the Constitution to give them the vote. • They had a newspaper called <i>The Suffragist</i>. <p>Level 1 (1 mark) Answers which offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> • There was a suffrage movement at this time. • Women were protesting. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
7	<p>Study Source B.</p> <p>How useful is this source to a historian studying the views of the National Woman’s Party towards the authorities? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response:</p> <p>The source is useful because it states how the members of the NWP have conducted themselves since January 1917 and the attitude of the police to their activities. There were daily protests outside the White House without the authorities taking any action against their picketing. Then, in August, the police began to arrest the protestors. It suggests the police had changed from being tolerant to intolerant of the protests. The female protestors were now arrested on “the technical charge of obstructing traffic”. The source is useful because it is written by members of the leadership of the NWP so it provides their view of events. They were disdainful of the charge made regarding it as a fabrication.</p> <p>However, the limitation of the source is that it tells us about the views of the leadership only. It does not give the views of ordinary members of the NWP. However, we know that many who were arrested reacted by going on hunger strike in prison showing they agreed with the views of the leadership of the NWP expressed in the letter.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
7	<p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> • The source shows that the reaction of the authorities to the protests of the NWP changed during 1917. • To begin with members of the NWP were allowed to picket outside the White House without any action being taken to stop them. • Without any real reason the police began to make arrests for the type of protest which had been allowed up to this point – picketing outside the White House. • The source is useful because it is the official version of events seen through the eyes of the leadership of the NWP. • This makes the source useful, but it also limits it as it does not provide any evidence of the views of the authorities and why they suddenly decided to take action to stop the picketing. • It does not provide any evidence of the views of the rank and file membership, only those of the leaders. <p>Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The source says that up to the summer of 1917 it had been acceptable for members of the NWP to protest. • From the summer onwards they started to get arrested for protesting. • The source comes from a letter issued by the leadership of the NWP which makes it useful. <p>Level 1 (1 mark) Answers which offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It says that people were now getting arrested. • They were stopping traffic. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
8	<p>Study Source C.</p> <p>How reliable is this source as evidence of how the authorities dealt with the protest from the National Woman’s Party? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response:</p> <p>Doris Stevens had been an active member of the NWP and therefore had first-hand knowledge of how the methods of protest followed by members of the NWP were dealt with by the authorities. She says that to begin with they arrested the protestors and sent them to prison. She is rather emotive in her language, describing the increased prison sentences as a “cruel and stupid course”, and this type of language limits its reliability. However, this is a subjective point of view which, presumably, the authorities would not agree with or they would not have implemented it. As this did not stop the protesting, the authorities started to increase the prison sentences and the jailed members of the NWP responded by going on hunger strike. The reliability of the source is affected by the type of language adopted by Stevens, which appears to be very pro-NWP and anti-authority. In one case Stevens writes that the authorities “turned desperately to longer terms of imprisonment”. The title of the book <i>Jailed for Freedom</i> suggests this standpoint.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> • The source is partly reliable. It describes how members of the NWP responded to the use of increased prison sentences by the authorities. • The author was an active member of the NWP and witnessed first-hand the events she talks about in her book <i>Jailed for Freedom</i>. • The account describes how activists were imprisoned because they protested, how the authorities gave long sentences as the protests continued, and how the jailed members of the NWP responded by going on hunger strike. • The account is one-sided in its recall of events. This is revealed using such words as “turned desperately” and a “cruel and stupid course”. 	7

Question	Answer	Marks
8	<p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The source talks about how the activists were imprisoned. They went on hunger strike. • The source was written by a woman who was a member of the NWP. • She wrote about events from her own point of view. <p>Level 1 (1 mark) Answers which offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It says women were sent to prison. • It was written by a woman. <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 attitudes over the methods of campaigning to be used to obtain female suffrage? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response:</p> <p>The two sources present very contrasting views upon the methods of campaigning that should be used to obtain the vote. Source D represents the view of one suffrage campaigner who is against the use of militant tactics. The author claims that the vote cannot be obtained using violence and believed that change could only come about through the use of the ballot box when voters elect politicians prepared to introduce laws to extend the vote. This contrasts with Source E which believes that the actions of the NWP through its active picketing of the White House and other campaigning methods were now having a result. Such militant actions are finally beginning to change the attitude of President Wilson. Wilson had made several concessions by 1917. Source D represents the viewpoint of a member of the NAWSA which was against militant action at a time when the US was at peace. This remained their position when the US joined the war.</p>	10

Question	Answer	Marks
9	<p>Source E is the view of the NWP which believed in direct action such as picketing, marching, petitioning and active protest. They did so at a time when the US was at war fighting to defend democracy when so many women were denied the right to vote. The circumstances and context in which the two rival associations campaigned helps to explain why they differed in their views of the methods to be adopted.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> • Source D is against the use of any militant action; it is against any physical force and disapproves of such action as picketing. It believes change should come about through being voted for by politicians. • Source E outlines a contrasting approach, suggesting that direct action such as picketing the White House, was having an impact as the President was beginning to change his mind about extending the vote to women. • Source D is the viewpoint of the NAWSA which advocated peaceful methods while Source E is the viewpoint of the NWP which was in favor of the use of militant methods such as picketing. These two organizations adopted opposite approaches to campaigning during the war years. <p>Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> • Source D is against militant methods of campaigning and believes change will come through persuading voters to change their minds. • Source E believes that militant methods are the best way forward; action such as picketing is causing the President to change his mind. • The sources represent very contrasting views on the type of campaigning methods to be adopted. <p>Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> • Source D is against militant methods of campaigning. • Source E supports militant methods of campaigning. • They hold different views over what methods to follow. <p>Level 1 (1–2 marks) Answers which offer a generalised comment with limited reference to sources.</p> <ul style="list-style-type: none"> • They have different views on what methods to use. • They do not agree. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
10	<p>Study all the sources.</p> <p>“Most supporters of female suffrage rejected the use of picketing as a method of campaigning during the war years.” To what extent do you agree? Explain your answer using details from all the Sources <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the hypothesis Yes = D, F, G. No = A, B, C, E, G. • Supporting knowledge to expand upon source content. • Evaluation of the sources as evidence. • Formulates a reasoned conclusion – the main suffrage group who rejected the use of militant campaigning methods such as picketing was the NAWSA which by 1917 was being led by Carrie Chapman Catt. The NAWSA believed that militant tactics such as picketing were unpatriotic and should not be used during the war years (Source G). They believed that change should be secured by peaceful persuasion, a view they had held consistently as shown in Source D; the NAWSA had as its members some 98% of organised suffragists and it was totally against the picketing tactics of the NWP (Source F). However, Alice Paul, the founder of the Congressional Union (1913) which later merged to form the National Woman’s Party in 1917, did believe in more militant methods of campaigning, especially picketing (Sources A and B); such actions caused their members to be arrested and imprisoned, where some went on hunger strike in protest at their rough treatment (Source C). They believed that it was only by such high-profile actions as picketing the White House that they could hope to persuade the President to change his standpoint on granting female suffrage (Source E); as the war progressed they stepped up their picketing and became more visible in their methods of protest (Source G). Overall, however, non-militants outnumbered the militant protestors (Source F). The sources reflect views to support and challenge the hypothesis. • The answer has a supported and developed overall judgement. <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> • Develops discussion of L4 content, knowledge <u>and</u> evaluation to formulate a conclusion. <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p>	15

Question	Answer	Marks
10	<ul style="list-style-type: none"> • The sources offer a mixed set of viewpoints. • Some of the sources support the view that most female suffrage supporters rejected the use of picketing during the war years; certainly Carrie Chapman Catt, the leader of the NAWSA, which claimed 98% of suffrage supporters, rejected picketing (F) and claimed such action while the US was fighting a war was unpatriotic (G); this organization believed in bringing about change through persuasion and debate to influence the ballot box (D). • Some of the sources show that the NWP believed that militant actions such as picketing were both necessary and justified; they engaged in a programme of picketing (A and B) and targeted the White House in the hope of influencing the President (E); as a result of their actions some were arrested and imprisoned (C). • Some of the sources offer one-sided viewpoints; (C) is the viewpoint of a militant activist who took part in the picketing organised by the NWP; (D) and (F) are very anti-NWP, being critical of their methods of campaigning, while (E) upholds militant action, believing that such methods have had an impact. <p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation, or Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> • Some sources highlight the use of non-militant methods of campaigning; (F) rejects picketing as a form of campaign method; (G) believes such actions to be unpatriotic during the war. • Some of the sources believe that militant methods were the ones to follow; the NWP engaged in picketing and holding up placards (A and B); they targeted the White House (E); some of their members were imprisoned for their actions (C). • Many of the sources offer one-sided viewpoints (C and F). <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> • Several of the sources suggest that many female suffragists believe that militant methods such as picketing were wrong and should not be used. • Several of the sources suggest that some female suffragists believed in direct action such as picketing and targeting the President. <p>Level 1 (1–2 marks) Answers that offer a generalised comment with no/little support from the sources.</p> <ul style="list-style-type: none"> • Several methods of campaigning were used. • There were different views on how to campaign. <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 is the message of this cartoon? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The message of the cartoon is that the US is becoming more actively involved in the region of the Caribbean. It shows President Roosevelt carrying a “Big Stick” and directing a convoy of US warships which are being paraded through the Caribbean Sea as a sign of US power and strength. The date of the cartoon is 1904 and it illustrates the implementation of the Roosevelt Corollary to the Monroe Doctrine, which gave the US the right to manage the Caribbean. On the warships are labels such as “Debt Collection” and “The Receiver” which relates to US action to support the economies of the Latin American and Caribbean countries. The cartoon shows the new direction in US foreign policy; it is imperialism in action and the US is portrayed as being the most powerful and important country in the region. The vultures represent the US exploiting the region.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> • It depicts the US as a powerful nation, the large controlling power. • It shows President Roosevelt carrying a “Big Stick” which suggests that the US will use its force to control the region of the Caribbean. • The source is dated 1904 which was the time when the Roosevelt Corollary was announced. • It suggests a new direction in US foreign policy – direct intervention, shown by the warships touring the Caribbean. • It shows US imperialism in action. <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 cartoon shows President Roosevelt carrying a “Big Stick”. • US warships are touring the Caribbean Sea. • The US is the big, powerful country in that region. 	6

Question	Answer	Marks
11	<p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> • It shows a man carrying a club. • He is pulling a line of warships. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
12	<p>Study Source B.</p> <p>How useful is this source to a historian studying attitudes in the US towards its foreign policy after 1902? Explain your answer using details from the source <u>and</u> your own knowledge</p> <p>Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response:</p> <p>The source is very useful because it provides evidence about the attitudes of the American Anti-Imperialist League towards US foreign policy. This organization, formed in 1899, was very critical of the US becoming involved in the affairs of neighboring states in Central and South America. It opposed the approach adopted by Presidents Roosevelt and Taft of active involvement. The source shows that there were sections of the electorate who were against imperialism and the League says it will campaign against the imperialists in all future elections. As part of their argument they quote President Lincoln, who said that a white man had no justification for imposing his government on others. The usefulness of the source is limited, however, as it represents a very one-sided attitude towards US foreign policy and does not provide a counter argument. There is no reference to the widespread support for such policies as Roosevelt's Corollary and Taft's "Dollar Diplomacy", which limits the usefulness of the source.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
12	<p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> • The source is useful as it provides the viewpoint of the Anti-Imperialist League. • The League was totally against any attempt by the US to impose its authority on neighboring states. • It says the League would campaign against such a policy in all future elections. • It quotes President Lincoln, saying that the use of such force is wrong. • The usefulness of the source is limited because it represents a very one-sided view of US foreign policy. • The source provides no evidence about the support the US provided by intervening to support the people of neighboring states. <p>Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The source is useful because it is the view of the Anti-Imperialist League. • It says that the League did not support the foreign policy of the US government. • It is only the view of the League which limits its usefulness. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It is against the use of force. • It does not like what the government is doing. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
13	<p>Study Source C.</p> <p>How reliable is Source C as evidence of the attitudes within the US Government for a more supportive foreign policy in Latin America? Explain your answer using details from the source <u>and</u> your own knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p>	7

Question	Answer	Marks
13	<p>Example response:</p> <p>Bryan is a member of the Government and is critical of the previous administrations of Roosevelt and Taft which had intervened in countries like Panama, Venezuela, the Dominican Republic and Haiti. He does not believe the US had delivered on its promises to assist these Latin American republics. While the source might be reliable in representing the views of Bryan, who was Secretary of State, it is not clear if he represents the views of the US Government. Woodrow Wilson was reluctant to appoint Bryan who was known for his independent thinking. His views were typical of the Anti-Imperialist League, of which he was a member, rather than the US Government.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> • It is reliable because it is a statement issued by William Jennings Bryan, Secretary of State, a man in high office in Government. • He is saying that the US, which had been actively engaged in stopping European powers from interfering in Central and Southern America, had not delivered on the promised support to neighboring countries. • The reliability is limited because this is the view of a politician and he might be making these comments for political gain. • It is narrow in its focus and might not, necessarily, represent the view of other members of the Government. <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • It is reliable because it is said by a member of the US Government; he would know what he is talking about. • He says that the US had not delivered on its promises of support to neighboring countries. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • He does not like what the US government has done. • It was said by William Jennings Bryan. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
14	<p>Study Sources D and E.</p> <p>Why do these sources differ in their view over US intervention in Panama? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response:</p> <p>The two sources hold contrasting views about whether the US should have become involved in events in Panama. Source D is a reflection of the President of the time, Teddy Roosevelt, who presents a very strong case that it was absolutely necessary for the US to become involved. He claims that the people of Panama were being badly ruled by Colombia, they were tired of the constant outbreaks of violence and rebellion, and they wanted the US to build the canal. This is in sharp contrast to the view expressed in Source E, which is critical of US involvement. While the author of Source E, Moorfield Storey, accepts that corrupt politicians need to be driven from office, he questions whether what the US government is doing in Panama is legally or morally right. The two authors hold contrasting views. Roosevelt, in Source D, has written this in his autobiography which was published in 1913. With hindsight, he is attempting to justify his actions and to say that the decisions he made were correct. The author of Source E is an anti-imperialist and, thought US intervention in Panama would amount to the strong robbing the weak. He supports the building of a canal but not at “any cost”. In 1904, when Source E was written the canal was merely an idea whereas when Source D was written the canal was virtually complete. The circumstances under which the two sources were written helps to provide reasons for their particular viewpoints.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> • Source D expresses the view that it was absolutely necessary for the US to become involved in Panama; the people were ruled by a harsh Columbian dictator and they had a right to be supported in rebelling against such rule. • Source E argues that the US lacked the legal and moral right to intervene in the affairs of other nations; while it was right to see corrupt politicians driven from office, it was not the job of the US to use force to do so. 	10

Question	Answer	Marks
14	<ul style="list-style-type: none"> • Both sources are one-sided and represent contrasting views; Source D is taken from the autobiography of Teddy Roosevelt who was President during the Panama crisis and he is justifying his actions; Source E is the view of an anti-imperialist who was against the use of force and believed that what the US government was doing in Panama was wrong legally and morally. <p>Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> • Source D believes the US must take action to support the people of Panama against a harsh dictator; the US must build the canal. • Source E is not happy with the involvement of the US in Panama; the author is against the use of force to replace the existing form of government. • The sources are opposites – one sees it as vital that the US takes action in Panama, the other is expressing concern over such action and questions whether the actions are legal. <p>Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> • Source D believes that it was correct for the US to become involved in Panama. • Source E believes such action to be wrong. • Both sources are different in their views because of the beliefs of the authors. <p>Level 1 (1–2 marks) Answers which offer generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • The sources say different things about what the US should do. • One source is dated 1904, the other 1913. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
15	<p>Study <u>all</u> the sources.</p> <p>“Most Americans after 1902 supported the idea of the US taking action to protect its near neighbors in Latin America.” To what extent do you agree? Explain your answer using details from all the Source <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the hypothesis Yes = A, D, F. No = B, C, E, G. • Supporting knowledge to expand upon source content. • Evaluation of the sources as evidence. • Formulates a reasoned conclusion – The idea of the US becoming an imperial power was popular; many Americans did support the idea that a powerful country like the US had a moral obligation to protect her near neighbors in Central and South America, and also to protect US trade and economic interests; Source D talks about the importance of Panama, the building of the canal, and the overthrow of a harsh dictator; Source F shows the anti-imperialists sinking against the surge of public opinion which welcomed US involvement; Source A could be viewed as a sign of American strength, a measure which was popular. However, there were sections of the US population that did not support such a policy. Source B is opposed to the use of force and thought it was wrong for the US to impose itself upon neighbouring countries; Source C questions whether, in intervening in Latin America, the US has followed the correct path; Source E is critical of the use of force to overthrow corrupt politicians, while Source G mentions that there were many critics to the exercise of imperial power. The sources therefore reflect views to support and challenge the hypothesis. • The answer has a supported and developed overall judgement. <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> • Develops discussion of L4 content, knowledge <u>and</u> evaluation to formulate a conclusion. 	15

Question	Answer	Marks
15	<p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> • The sources offer a mixed set of viewpoints. • Some of the sources confirm that imperialism was a popular policy; (D) states how it was important to support Panama against the harsh rule of Columbia; (F) shows the anti-imperialists being drowned out by public opinion which was supportive of imperialism; (A) shows the US exercising its strength which was popular. • Some of the sources suggest that this imperialist approach was not popular; (B) was against the use of force by the US in its dealing with neighboring states; (C) is critical of US foreign policy; (E) is against the use of force to overthrow corrupt politicians; (G) says there were many critics of the imperialist stance. • Many of the sources offer one-sided viewpoints such as (B) which is the platform of the Anti-Imperialist League which would be very critical; (D) which is the autobiography of Roosevelt who directed US actions in Panama, he would be saying that his policy was correct and popular; and (E) which was the view of an anti-imperialist who questioned the legality of an imperialist policy. <p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> • Some of the sources say that the actions of the US in supporting its near neighbors was popular with the American people; taking action to help the people of Panama (D); the anti-imperialists were losing the argument and public opinion (F). • Some of the sources suggest that the imperialist approach was not popular; (B), (C) and (E) are critical of the use of force and questioned the legality of such action. • Many of the sources offer one-sided viewpoints – (B), (D) and (E). <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> • Some of the sources suggest such an approach was popular and welcomed the US supporting its near neighbors. • Some of the sources were critical of such a policy and thought it was not the correct thing to do. <p>Level 1 (1–2 marks) Answers which offer a generalised comment with no/little support from the sources.</p> <ul style="list-style-type: none"> • Taking action was popular. • Taking action was not popular. 	

Question	Answer	Marks
15	Level 0 (0 marks) No valid response.	

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

Question	Answer	Marks
16	<p>Study Source A.</p> <p>What can you learn from this source about American popular culture in the 1960s? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response:</p> <p>You can learn about some of the key features of popular culture in the 1960s. For example, Hippies were regarded as a “subculture”, or a particular group in society with its own character. They wore colourful clothes, the males have long hair, and one of the females is wearing a mini-skirt which was becoming one of the most popular female fashion items of the 1960s. The background reflects the colour schemes and psychedelic patterns associated with the hippie era. 1967 was near the height in popularity of the hippie movement – the summer of love. The magazine is reporting on this trend. It also depicts a pop group which was typical of this period. The four members of the group are wearing typical 1960s fashion with loud and vivid colors, in complete contrast to the more conservative fashion of the 1950s. The front cover therefore highlights some of the key elements of popular culture in the late 1960s.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> • The source depicts many of the key features of popular culture of the 1960s. • It is from the front cover of <i>Time Magazine</i>, July 1967. • It references the hippie movement and the patterns and colors can be associated with this. • It shows a typical pop group of this period. • One woman is wearing a mini-skirt, a popular fashion item. <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> • It is a magazine cover from July 1967. • It refers to the hippie movement. • It shows a pop group dressed in the latest fashion. 	6

Question	Answer	Marks
16	<p>Level 1 (1 mark) Answers that offer a generalised comment with little/no reference to the source.</p> <ul style="list-style-type: none"> • It says “The Hippies”. • It shows men playing guitars. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
17	<p>Study Source B.</p> <p>How useful is this source to a historian studying the growth of the hippie movement in the 1960s? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response: The source is useful because it refers to a large gathering of hippies during the Easter holiday period of 1967 in San Francisco. It provides specific evidence of the growing popularity of the hippie movement and that San Francisco was about to be invaded by up to 100,000 hippies during the holiday period. It tells us that this was causing great concern to the city authorities who were taking action to deal with the large number. They were forbidding rough sleeping in the park, increased police patrols and planned to close down hippie houses in the Haight district of the city on public health grounds. Specific evidence such as this is useful to an historian but it is limited to just April 1967. The source does not explain how the hippie movement had grown prior to 1967 or how San Francisco had developed as the major centre of the movement. The source focuses on the views of the authorities which emphasises the anti-social elements of the movement rather than the culture of the hippies in terms of its music and lifestyle. This limits the source in providing evidence about the growth of the hippie movement in the decade as a whole.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
17	<p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> • The account is useful because it refers to a gathering of hippies in the city of San Francisco during the Easter holidays of 1967. • It describes how the city authorities feared the arrival of up to 100,000 hippies in the city. • The authorities were taking action to deal with this threat such as stopping rough sleeping. • Its usefulness is limited because it only refers to one event in 1967 and only mentions San Francisco. • It does not provide any other details on the growth of the hippie movement. <p>Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The source is useful because it says that the hippie movement was growing in size. • Large numbers of hippies were due to visit San Francisco during Easter 1967. • The city authorities were trying to limit the impact of this increase in visitors. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • Hippies were going to San Francisco. • There were large numbers of them. <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 the Woodstock festival? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p>	7

Question	Answer	Marks
18	<p>Example response:</p> <p>The author had visited Woodstock in August 1969 as a teenager. The person is looking back with very fond memories of that visit and his pleasure is reflected in the style of the writing. The author refers to the visit to Woodstock as one of the greatest moments of his life. He uses words like “mind blowing” and “the energy was on a level of an exploding universe” which suggests the festival had a major impact upon him. The atmosphere was electric and reflected the 1960s era of “peace and love”. The author regards this as a high point in his life as everything started to go downhill after Woodstock. In this person’s eyes the Woodstock festival was very important, a defining moment in the development of the sixties. However, the account has to be treated with care as the account is reflecting on an event nearly 40 years previously and his comments may be considered nostalgic and possibly exaggerated. Nonetheless, his views fit with those of others and the general consensus of historians that the Woodstock festival was of great social and cultural significance. However, his memory may have been influenced by the reputation and attention paid to the festival over the years.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> • The account is the view of a fan of the Woodstock festival who visited it in August 1969 whilst a teenager. • It is a reflection and the author is looking back at an event nearly forty years afterwards and this will affect its reliability. • The author is very one-sided in his account, praising the festival, saying it was the highlight of his life. • He uses terms which suggest one-sidedness, e.g. “mind-blowing”. <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The source describes a person’s visit to the Woodstock festival. • The teenager had a great time at the festival, saying the music was beyond compare. • The reliability of the source can be questioned – it is a one-sided viewpoint. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • The author really enjoyed going to Woodstock. • It was a great event. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
19	<p>Study Source D and E.</p> <p>Why do these sources differ in their attitudes over student protests against the war in Vietnam? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p>Example response:</p> <p>The two sources differ because they represent the two sides to the argument – the official view of the President and the view of a student protestor. Source D is an account delivered by President Nixon in May 1970 in which he praises the young men who were fighting in Vietnam, calling them “the greatest” as they were “doing their duty” and could “stand tall” and be proud as they were doing their duty. In contrast, Nixon is critical of the anti-war protests taking place on university campuses, stating that those students protesting need to be thankful that they attend some of the greatest universities and should show some respect to those who are doing their duty in Vietnam. Source E presents a different picture. It is part of a letter written by a student in May 1968 in which he refers to a call-up into the army, stating that he will not turn up for the induction exam as he is totally against the war in Vietnam. He comments upon the poor treatment of the Vietnamese people during the war and the senseless slaughter. The student is ignoring the draft and his actions were becoming increasingly common by students in the late 1960s as the anti-war movement gathered pace on university campuses. The two sources therefore represent contrasting views: the official standpoint, Source D, the view of the President who is in charge of the US military, while Source E represents the view of a student protestor, acting in defiance of official requests for him to enlist.</p> <p><i>Other relevant responses should also be credited.</i></p> <p>Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> • Source D is a statement made by President Nixon in May 1970. He is praising the young soldiers who are doing their duty by serving in Vietnam. He says we need to be proud of them, unlike the anti-war protestors on university campuses who are disrespectful of the advantages provided for them. • Source E is in sharp contrast; it is the view of a student protestor who is against the war in Vietnam and who refuses to take-up the draft and begin an induction program to join the armed forces. 	10

Question	Answer	Marks
19	<ul style="list-style-type: none"> • Source D represents the official standpoint, it is the view of the US President who controls the war effort in Vietnam and who dislikes the anti-war protestors. Source E represents the view of an anti-war student protestor who is totally against US involvement in Vietnam and who is refusing to turn up for induction. <p>Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> • Source D is the view of the President who praises the young men fighting for US forces in Vietnam. • Source E is the view of an anti-war protestor who is refusing to turn up for induction to enter the armed forces. • The sources hold opposite viewpoints – one from May 1970 from the leader of the US, the other from May 1968 from an anti-war protestor. One is for the war the other is against it. <p>Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> • Source D is the view of the President – the young soldiers are doing a great job in Vietnam. • Source E is the view of a student protestor – he refuses to join up and serve in Vietnam. • The sources are very different in their attitudes to the war. <p>Level 1 (1–2 marks) Answers which offer a generalised comment with limited reference to sources.</p> <ul style="list-style-type: none"> • Some like the war, some do not. • Some are protesting. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
20	<p>Study <u>all</u> the sources.</p> <p>“The 1960s was a decade when most Americans were willing to challenge traditional lifestyles.” To what extent do you agree? Explain your answer using details from all the Sources <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the hypothesis Yes = A, B, C, E, F. No = B, D, G. • Supporting knowledge to expand upon source content. • Evaluation of the sources as evidence. • Formulates a reasoned conclusion – some of the sources confirm that the 1960s was a decade when many Americans were willing to challenge traditional lifestyles. Many young Americans sought out alternative lifestyles and joined the hippie movement which grew rapidly during the 1960s, with San Francisco becoming a central venue (Sources A and B); the 1960s saw the emergence of a counter-culture which included new fashions such as the mini-skirt (Source A), developments in new types of pop music (Source A). In August 1969 the first Woodstock music festival took place, attracting many thousands of fans, becoming a centre for music, drinking, drug-taking and a home for slogans like “make love not war” and “peace” (Source C). Student protests against authority and the war in Vietnam grew in number following protests at the University of California Berkeley in 1964 (Source F), with students demanding a greater say in how their universities were run; this protest grew alongside anti-war protests with students burning their draft cards and refusing the call-up (Source E). However, such protests sparked shock and fear among “middle Americans” who respected the traditional lifestyle they had inherited (Source G). The authorities tried to take measures to limit the impact of the hippie movement (Source B) and the President gave speeches supporting the efforts of young men doing their duty and fighting for liberty in Vietnam (Source D). The sources fail to refer to other challenges to traditional viewpoints such as the growth of the women’s movement during the 1960s. The sources therefore reflect views to support and challenge the hypothesis. <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> • Develops discussion of L4 content, knowledge <u>and</u> evaluation to formulate a conclusion. 	15

Question	Answer	Marks
20	<p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> • The sources offer a mixed set of viewpoints. • Some of the sources suggest that many Americans were happy to challenge traditional lifestyles; the 1960s was decade of rebellion which saw the growth of the hippie movement with large number descending upon San Francisco (A and B); new fashions emerged (A); there were developments in music; Woodstock represented a new era (C); protest movements developed on university campuses (F); some students refused to fight in Vietnam (E). • Some of the sources suggest that some Americans wanted to stick with traditional lifestyles and disliked alternatives; some Americans feared the developments in popular music (G); city authorities tried to limit the impact of the hippie movement (B); the President criticised university protestors and praised young soldiers fighting in Vietnam (D). • Some of the sources offer one-sided viewpoints such as (D) the view of the President; (E) the view of an anti-war student protestor and (C) the reflections of a 1960s music lover. <p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> • Some of the sources suggest Americans were happy to challenge traditional lifestyles; they joined the hippie movement (A and B); they protested against the war in Vietnam (E); they went to Woodstock (C). • Some of the sources show that not all Americans welcomed change; city authorities tried to limit the impact of the hippie movement (B); the President upheld the notion of respect for the country and doing your duty (D); “middle” America disliked the changes (G). • Many of the sources offer one-sided viewpoints such as (C), (D) and (E). <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> • Some sources confirm that many Americans challenged traditional lifestyles – they became hippies. • Some sources show that not all Americans were against the changes – they thought student protests were wrong. <p>Level 1 (1–2 marks) Answers which offer a generalised comment with no/little support from the sources.</p> <ul style="list-style-type: none"> • Some welcomed the changes. • Some were against the changes. 	

Question	Answer	Marks
20	Level 0 (0 marks) No valid response.	