



AMERICAN HISTORY (US)

0409/02

Paper 2 Defining Moments

October/November 2018

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.

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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>Study Source A.</p> <p>What can you learn from this source about the development of farming on the Great Plains by the 1870s? 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 source demonstrates that by the 1870s farming had really developed and large areas of the Plains like this area in Dakota were now intensely farmed. Farming was very labour intensive employing lots of people and machinery had been introduced to speed up the process. The steam engine had been introduced to power machines like the bailer and thresher. Horses were used to pull machines like the reaper and the wagons. The Plains were good wheat producing areas, with miles and miles of open flat countryside. By the 1870s there was a professional set-up with large-scale farming taking place which had replaced the small-scale farming by individual homesteaders.</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"> • Farmers now had machines to help them with the harvest, and also the sowing. • Steam engines were being used to power the new machines. • Very flat open fields, good for wheat growing. • Professional set-up – large-scale farming; not working as individual homesteaders. <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"> • Harvest was a very busy time in the farming year. • Lots of people were employed during the harvesting of the wheat crop. <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> • Harvesting wheat in the Red River Valley in Dakota <p>Level 0 (0 marks) No valid response.</p> | 6 |

| Question | Answer | Marks |
|----------|---|-------|
| 2 | <p>Study Source B.</p> <p>How useful is this source to a historian studying the importance of water in the settlement of 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: The account is very useful because it provides an example of how a regular supply of water could transform a barren land. It shows how important a supply of water was to the successful development of settlements, farms and ranches in the West. Water enabled a piece of barren ground to be turned fertile, the source mentioning the sod house with flower beds. This transformation was made possible through wind pumps which pumped water up from underground sources. The source is also useful because it is part of a report produced by Erwin Barbour who was a professor of geology and was an expert in this field of enquiry. He contrasts different types of farm, one using modern technology to obtain water, the other struggling, information which is useful to the historian. However, the source is limited as it only talks about what is happening in Nebraska and it is confined to activity at the end of the century. It does not comment about what happened in earlier decades, when the West was beginning to be settled and farms were being set up.</p> <p><i>Other relevant responses should also be credited.</i></p> <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 gives examples of how important wind pumps were in transforming barren fields into green pasture. • It quotes examples of cattle grazing, provided a regular supply of water pumped into tanks and troughs; the sod house with flower beds and a lawn. • It was written by an expert in this field, a professor of geology. • The source comes from a report on ‘Wells and Windmills in Nebraska’ – you would expect it to say positive things about the impact of windmills to pump water. | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 2 | <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 mentions how wind pumps were used to pump up water from ground sources.• It describes the effects water had on turning barren land into productive land.• The source was written by a person who produced a report on the use of wells and windmills. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none">• It shows water was important for settlement. <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 Native Americans and the white settlers. 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: The source is an eye-witness account which describes how the Native American tribes had their ancestral lands taken over by white settlers who possessed superior technology in the form of farming implements and modern weapons. It describes how the Shoshone tribe was overwhelmed by hordes of white settlers. They could not stop the settlers from killing the buffalo, introducing cattle to the meadows and killing of the Shoshone's traditional hunting grounds. The account is reliable as it provides first-hand evidence from Chief Washakie of how native tribes were pushed off their lands. However, its reliability is limited as it is a very one-sided view. The Chief feels bitterness about what has been taken away from his tribe and the impact this had on their traditional way of life. The source does not comment upon how the native tribes fought back, resulting in the Plains Wars. The source was produced at a time when the Shoshone were at war with the US government. This therefore impacts upon the reliability of the evidence.</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 provides information on how the settlement of the West was undertaken – white settlers pushed off the Native American tribes from their ancestral lands. • The source suggests that the Whites had superior technology to the Native American tribes; by introducing cattle on the plains they killed off the traditional buffalo hunting grounds. • The source is an eye-witness account on the impact the arrival of white settlers had on the traditional ways of life of the people; the Chief displays a sadness over what has happened. | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 3 | <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 provides information on how Native American tribes had their traditional lifestyles altered by the arrival of White settlers. • The source is an eye-witness account of what took place; it is the recollection of the Chief of the Shoshone tribe. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • The Native American tribes lost their land to the White settlers. • The new settlers had superior tools and better weapons. • The source is a recollection by a Native American chief. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 4 | <p>Study Sources D and E</p> <p>Why do these sources differ in their accounts of the impact of the introduction of barbed wire? 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: The two sources present starkly contrasting views about the impact that the introduction of barbed wire had in the West. Source D delivers the message that barbed wire was the ‘greatest invention of the age’ and it attempts to demonstrate the advantages of barbed wire to farmers, stressing its ability to stop cattle wandering off the ranch. Source E is not supportive of barbed wire and is rather negative in its comments. It says that barbed wire changed farming and ranching, it prevented the mass movement of cattle and ended the big cattle drives which were the main jobs of the cowboys. Source D is an advert published in 1874, the year that Joseph Glidden patented his new invention of barbed wire. It is an advert whose primary aim is to sell the new product to farmers. It is naturally one-sided, spelling out the advantages. Source E is the view of a cowboy whose life was changed by the widespread use of barbed wire. He is reflecting back in his autobiography and comments upon the negative impact of barbed wire, how large numbers of cattle got injured and how it ended the tradition of cattle drives. He is bitter because it ended the life he enjoyed as a cowboy. The sources comment upon the same event but from contrasting standpoints, one spelling out the advantages, the other the disadvantages. Both are very one-sided in their views.</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 comments on the positives of the use of barbed wire on farming, its principle use being to contain cattle and stop them from wandering. • Source E provides a contrasting viewpoint; how containing the cattle helped to kill off the traditional role of the cowboy, managing cattle drives across the plains. • Both sources are contemporary to the changes brought about by the introduction of barbed wire in 1874; they provide very contrasting viewpoints. | 10 |

| Question | Answer | Marks |
|----------|---|-------|
| 4 | <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 talks about the advantages barbed wire could have for farmers; it would contain cattle. • Source E talks about the disadvantages barbed wire would have on the job of the cowboy; it would end cattle drives. • Both provide primary evidence about the impact the introduction of barbed wire had. <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 describes how barbed wire could help farmers. • Source E describes why cowboys did not like barbed wire. • Both sources were produced by persons whose lives were affected by the introduction of barbed wire from 1874 onwards. <p>Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • The sources describe the impact barbed wire had on farming. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 5 | <p>Study <u>all</u> the sources.</p> <p>‘The coming of the railroads brought the greatest change to life in the West.’ To what extent do you agree? Explain your answer using details from Sources A–G <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed 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 hypothesis. Sources E, F, G are mainly or wholly in favour of the hypothesis. Sources A, B, C, D are mainly or wholly against the hypothesis. • Supporting knowledge to expand upon source content. • Evaluation of authorship of the sources and the implication of the validity and weight of the information presented in them for the argument – detects bias and the reasons for it. • Formulates a reasoned conclusion – the coming of the railroad had a tremendous impact; it opened up communications and allowed for the speedy movement of goods/animals/people; however, other reasons were also important such as the use of wind pumps to pump water from underground wells, the invention of barbed wire to control cattle on ranches; the sources reflect views to support and challenge the hypothesis. <p><i>Other relevant responses should also be credited.</i></p> <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"> • More developed discussion of L4 content, knowledge and evaluation. • 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. <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 the coming of the railroad did witness the greatest change; it killed off the lifestyle of the cowboy as railroads could be used to transport cattle (Source E); the opening of the Transcontinental line in 1869 would stimulate the building of other railroads to connect to it and therefore can be considered ‘the greatest triumph’ (Source F); the opening of the transcontinental line in 1869 connected the East and West coasts of America; it helped contribute to the conquest of the Native American tribes as it cut across and destroyed the traditional grounds of the buffalo. | 15 |

| Question | Answer | Marks |
|----------|---|-------|
| 5 | <ul style="list-style-type: none"> • Some sources identify other factors as being very important in helping to change life in the West; the introduction of mechanical devices and machines in farming (Source A), – the use of windmills to pump water from underground wells to irrigate the land (Source B); the impact hordes of white settlers had on the traditional lifestyle of the Native American tribes (Source C); the introduction and widespread use of barbed wire by farmers (Sources D and E). • Some of the sources offer one-sided viewpoints such as (Source C) written by Chief Washakie; the advert for barbed wire produced by the inventor Joseph Glidden (Source D); the changing lifestyle of the cowboy (Source E). <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 impact the arrival and spread of the railroad had on life in the West: improved speedy transportation (Source F); connecting East and West coasts; destroying the traditional way of life of the Native American tribes (Source G). • Some sources comment on other changes; new machinery for farming (Source A), use of windmills to pump water (Source B), introduction of barbed wire (Source D). • Many of the sources offer one-sided viewpoints such as (Source C), (Source D) and (Source 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"> • Several of the sources say that the development of the railroad had dramatic results. • Several of the sources disagree and say that other changes were as important such as the use of new machinery, use of barbed wire. <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • The railroads were important as they spread across America. • Many changes occurred in the West. <p>Level 0 (0 marks) No valid response.</p> | |

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

| Question | Answer | Marks |
|----------|--|-------|
| 6 | <p>Study Source A.</p> <p>What is the message of this source? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge.</p> <p>Example response: The source suggests that President Wilson and the Democratic Party are opposed to women's suffrage in 1914. Wilson was not a keen supporter and he is seen attempting to block the suffrage movement. It was believed that Wilson opposed political freedom for women. The reference in the cartoon to 'Stop – You're not in the Democratic Platform' refers to the decision not to include women's suffrage in the Party's election platform for 1914, believing it to be a vote loser rather than a vote winner with voters. The message of the cartoon is that the movement for suffrage is too big to stop and Wilson appears dwarfed by the tidal flood of the Women's Suffrage movement. The caption suggests that 'Woody' should reconsider his objections while he still has time to do so because he will not be able to stop the movement.</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 President has his hands raised trying to stop the Women's Suffrage Movement; he was opposed to it. • The Democratic Party refused to include suffrage on the election platform; they did not consider it to be important. • The message is that the movement appears too big to stop and Wilson appears dwarfed. <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 President and the Democratic Party wanted to stop the Suffrage movement. • They refused to include women's Suffrage on the Democratic platform. | 6 |

| Question | Answer | Marks |
|----------|---|-------|
| 6 | <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none">• The President wanted to stop the Suffrage movement. <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 attitude of women towards President Wilson’s re-election campaign in 1916? 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>Example response: The source is useful because it provides evidence that many suffragists felt that Wilson was an opponent of the suffragist cause and therefore they should not vote for him as he would not help them get the vote. The account represents the views of many suffragists who felt that Wilson was deliberately slowing down support for suffrage within Congress, preferring to let the issue be dealt with state by state, in the knowledge that this would take considerable time. The account was published in late October 1916, just prior to the Presidential election in November. Its limitations are that it is a one-sided account which appeared in the ‘Suffragist’ journal of the Congressional Union movement. This was led by Alice Paul and Doris Stevens, two leading lights in the movement. This movement saw Wilson as a key opponent and were expected to be critical of his negative attitude. Overall the source is useful as it provides specific evidence of the attitudes of the suffragists towards Wilson’s re-election campaign, but it is limited in its narrow focus and clear one-sided standpoint.</p> <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 suggests the suffragists did not feel Wilson would help them in their cause; they would not be voting for him. • It was published shortly before the Presidential election in 1916. • The account is very critical of Wilson and the Democrats; it calls for suffragists not to vote. • The account is one-sided against Wilson and the Democrats which limits its usefulness; it was produced by the suffragist 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 account says that Wilson and the Democrats will not help the Suffragists and their cause. • It says that Wilson is a man who opposes political freedom for women. • The source appears in a Suffragist journal. | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 7 | <p>Level 1 (1 mark) Answer that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none">• Suffragists would not be voting for Wilson and other Democrat candidates. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
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| 8 | <p>Study Source C.</p> <p>How reliable is this source as evidence of the arguments of people opposed to suffrage during the war? 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: The source is reliable in providing the arguments used by the suffragists to campaign for the vote during the time America was just entering the war. It shows that they had adopted a more militant approach in their campaigning. Some picketed outside the White House, holding banners accusing Wilson of not supporting women's rights. The argument put forward is that women have the right to be militant, as that is exactly what the government is doing in sending men to war in Europe. The source is part of a letter written by Mrs Belmont, an officer in the Women's Party, which was printed in the anti-suffrage 'New York Times' newspaper in July 1917. The account is one-sided, being written by a leading suffragist who felt that their suffragist cause was not being taken seriously. She is critical of the counter-argument that they should not be troubling the President with their demands when he has to fight a war. The limitation of the source is that it represents only a particular viewpoint, the suffragist view, and is exaggerated in its language. It has a narrow focus and does not provide the big picture. These factors limit its reliability.</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 provides information on attitudes towards the methods used by the suffragists in 1917. • It says the suffragists were accused of being militant in their campaigning methods – marches, demonstrations, banner-bearing. • The source is first-hand information from a prominent suffragette. • The source is very one-sided, only providing the suffragist viewpoint, therefore its reliability can be questioned. | 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 provides information on the methods used by suffragists in their campaign for the vote• The source is written by a female suffragist; she had written a letter to the ‘New York Times’ newspaper. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none">• It is a letter from a suffragist.• It says Suffragists are militant. <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 accounts about why President Wilson decided to support the campaign for women’s 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: The two sources present very contrasting views about why President Wilson decided to support the campaign for women’s suffrage. Source D suggests his desire was because the other countries of Europe had already extended the franchise and this would make it difficult for Wilson to argue for democratic rights when it was not the case in his own country. The author, Alice Paul, suggests that it was entry into the war which served as the trigger to persuade Wilson to take up the cause. Source E is an extract taken from Wilson’s State of the Union Address which he delivered in December 1918, days before he set sail for Europe. He states that women are deserving of receiving the franchise due to their loyal service and contribution to the war effort which helped secure victory against Germany. Source D is dated May 1917 and Source E December 1918. Much had changed in those 18 months. The political climate within America had become more accepting of the idea that women should have the vote and Wilson was forced to change his standpoint on this issue. Source D offers a very one-sided view being the view of a leading suffragist and feminist. Source E is the view of the President who has just been re-elected and was about to go to Europe to discuss peace terms with countries who have already granted women the vote. It is the view of a politician and is one-sided, being opposite to what he had argued when he first became President. 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>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 talks about Wilson wanting America to copy what many European countries had done and grant the vote to all women in the USA. • Source E talks about the need to reward American women for their hard work and commitment during the war years; the reward will be the vote. | 10 |

| Question | Answer | Marks |
|----------|--|-------|
| 9 | <ul style="list-style-type: none"> • The sources provide contrasting reasons; Source D is the view of a leading suffragist who says that Wilson was shamed into changing his mind; Source E is the view of Wilson himself who says his changed attitude is due to a belief that women had proved themselves worthy. • Source D is dated May 1917, Source E December 1918; the political climate had changed during these 18 months <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 talks about the USA copying the changes made by other countries. • Source E says that women deserve the vote as a thank you for their efforts. • The sources provide contrasting viewpoints, this is due to the viewpoint/ belief of from two authors. <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 says that Wilson realised the need to practice democracy at home before he went to Europe. • Source E says American women need to be rewarded for their contributions to the great victory in the war. • Both sources offer biased viewpoints; one from a suffragist, one from the President. <p>Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • The sources provide reasons about why Wilson decided to support the campaign for women’s suffrage. • They provide different reasons for Wilson’s decision. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 10 | <p>Study all the sources.</p> <p>‘President Wilson decided to support women’s suffrage because of US involvement in the war.’ To what extent do you agree? Explain your answer using details from Sources A–G <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed 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, E, F; No = A, B, C, E, G • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. • Formulates a reasoned conclusion – during his first term of office Wilson displayed little enthusiasm for female suffrage; it was America’s entry into the war which helped to change his attitude; some European countries had already extended the vote or planned to; the suffrage movement adopted a more militant approach to its campaigning and Wilson was shocked at the treatment of those arrested; the views/actions of other bodies such as Carrie Catt and the NAWSA also had an impact; a combination of factors caused Wilson’s change of attitude. <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"> • More developed discussion of L4 content, knowledge and evaluation. • 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. <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 it was the desire to win the war and secure a just peace that caused Wilson to change his standpoint on women’s suffrage; Source D shows how Wilson was shamed by what other European countries had done to extend the vote for females; Source E argues indirectly that the war was a factor as it talks about the need to reward women for their war effort; Source F comments that Wilson will be ‘found out’ in Europe for not being the ‘President of Democracy’ unless he supports the suffrage cause. | 15 |

| Question | Answer | Marks |
|----------|--|-------|
| 10 | <ul style="list-style-type: none"> • Some of the sources suggest that other factors were important; (A) and (B) suggest that the political climate favoured Wilson’s weak support during his first term in office (1913–1917); the Democratic Party was reluctant to back female suffrage at this time; (C) and (G) suggest the more militant actions of some suffragettes during 1917–1918 caused Wilson to reconsider his standpoint, particularly the force feeding of hunger strikers; (E) displays Wilson’s belief that women had played a vital part in the war effort and this loyalty and commitment deserved to be rewarded. • It was the changing political climate that was the key factor, especially Wilson’s involvement in the peace negotiations in Europe – how could he demand democracy in Europe when it was not present in his own country. • Many of the sources were one-sided viewpoints such as sources (B) and (D) written by a leading suffragists; (A) a political cartoon in support of suffrage. <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 comment on how the war and the desire for a just peace were key factors – (D) and (F) comment about Wilson’s need to demonstrate that America was a democracy. • Some of the sources suggest the importance of other factors; (C) and (G) stress the militant actions of some suffragists. • Many of the sources offer one-sided viewpoints such as (A), (B) and (D). <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 the desire to win the war and form a just peace were very important factors. • Some of the sources disagree and highlight other important factors such as the use of more militant tactics by the suffragists. <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • The need to win the war was very important. • Other factors were important. <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 source? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of 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 source dating from 1905 shows the United States acting as a police officer, trying to sort out the squabbles between Latin America and Europe. It shows that the United States was starting to play an active part in controlling events in Central and South America. It shows President Roosevelt dressed as the ‘World’s Constable’ which might be a reference to his earlier role as New York Police Commissioner. The European countries are demanding that Latin American countries honour their financial commitments, as some, like Venezuela, had defaulted in 1902. The large truncheon suggests that the United States is adopting a ‘New Diplomacy’ and is swinging the ‘Big Stick’ to exercise control. This led to the ‘Roosevelt Corollary’, allowing America to intervene in the affairs of other countries in South America if there was wrong doing or mismanagement. The key message of the source is that it marks a change in US foreign policy, away from the Monroe Doctrine.</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"> • America was an important player; the central power. • America intended to ‘police’ the affairs of neighbouring Latin America. • America would help negotiate with Europe. • This marked a change in US foreign policy; it allowed the US with an opportunity to intervene • It represents the ‘New Diplomacy’ <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"> • America was adopting a ‘New Diplomacy’. • America was to act as the ‘World’s Constable’, to help sort out the problems of her neighbours. • America is now a big player in foreign policy. | 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 ‘New Diplomacy’.• It shows America acting as the ‘World’s Constable’ <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 the reasons why US foreign policy changed in the early twentieth century? 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 is the view of Alfred Thomas Mahan who had an important influence upon the direction of US foreign policy. In his book ‘The Influence of Sea Power’ he argued that a good navy was the key to military and economic expansion, as well as to ensure the protection of US trading interests. He argued that the US had neglected its navy and needed to build it up. This was needed to expand trade. The US was both a Pacific and Atlantic power and therefore needed a strong navy. The source is useful because Mahan’s book did influence decision making in Washington and the United States did begin to expand its navy. However, the usefulness is limited because Mahan’s book was published in 1890, nearly a decade before the Spanish-American War when the US had to protect its assets, and it is very one-sided in its view. It only considers sea-power and does not consider other factors which helped bring about a change in US foreign policy.</p> <p><i>Other relevant responses should also be credited.</i></p> <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 because it was written by an expert on naval issues. • Alfred Mahan wrote an important work ‘The Influence of Sea power upon History’ which argued that America needed a strong navy. • It is useful because it provides reasons for an enlarged navy – to protect trade and commerce, protect overseas possessions. • Navy was needed to defend America and enable her to become a Great Power. • It is limited because it was published in 1890, well before key foreign policy events such as the Spanish-American War; it is a one-sided account which only considers naval factors | 7 |

| Question | Answer | Marks |
|----------|---|-------|
| 12 | <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"> • It is useful because it was written by an important figure, Alfred Mahan. • It is useful because it provides reasons why America needed a strong navy. • To protect America, to protect trade and commerce. • It is not useful because it is a one-sided view. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • Not very useful because it was written in 1890. • It says a navy was needed to keep the enemy out of our ports are far away from our coasts. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 13 | <p>Study Source C.</p> <p>How reliable is this source as evidence of the reasons why the United States became further involved in the affairs of Central and South American countries after 1902? 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: The source is reliable for studying the reasons why US foreign policy changed in the early twentieth century because it is a speech delivered to Congress by the US President Theo Roosevelt in December 1904. The President was in charge of US foreign policy and he is spelling out the reasons why the US might need to become directly involved in the affairs of some Central and South American countries. He believed that it was the duty of civilised countries (the USA) to help those countries that were backward and lawless, even if it meant using force. Roosevelt's speech marks a change in US foreign policy, a move away from the Monroe Doctrine of isolationism and non-interference. The Roosevelt Corollary sanctioned US involvement in the affairs of other countries if the need arose. While the source is reliable because it spells out the views of the supreme commander of US foreign policy, it is not reliable because the President does not provide the full picture as to why US foreign policy changed direction. The President does not spell out the other reasons why the US became involved, particularly economic factors. Instead it provides a very narrow focus and is rather generalised in its comments.</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 as it is a speech by the President; but the content offers one-sided view of American foreign policy. • It spells out the reasons why America might need to take action against some Central and South American countries. • It does not look at all the factors as to why the US became involved. • It marked a change in American foreign policy – the Roosevelt Corollary. | 7 |

| Question | Answer | Marks |
|----------|---|-------|
| 13 | <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 useful because it is a speech by the President. • It says that America would take actions only in the last resort; if countries had violated the rights of the United States. • It is a one-sided source. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • It says America would take action against other countries if it needed to. <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 disagree about the involvement of the United States in the Philippines and the Pacific? 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: The two sources present very contrasting views about why the US became involved in the Philippines and the Pacific. Source D argues that the US had no right under the rules of the Constitution to become involved in the affairs of the Philippines or to rule a foreign people against their will. Such actions would amount to an abuse of liberty and go against the rights of the people of that state. Source E argues the opposite, stating that control of the Philippines was vital for US trade. Such an action would open up new markets, especially with China, and by following such a policy the US would become a great power. Control of other countries would open up great possibilities for increased trade and commerce. The sources differ in content but also in purpose. Source D is part of a speech delivered in 1899 by Senator George Hoar who was a prominent member of the Anti-Imperialist League and who was very critical of US foreign policy. Source E is part of a speech by Republican Senator Albert Beveridge in 1900. He was a strong supporter of the New Imperialism associated with US foreign policy after the victory in the Spanish-American War. Both sources offer very one-sided viewpoints, because they are both written for a specific purpose, to justify a particular standpoint on the direction of US foreign policy should take in the early twentieth century.</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"> • (D) argues that America should not become involved in the Philippines; it is not constitutional to do so. • (E) argues that America needs to become more active in the Pacific and Asia in order to improve trading links. • Both sources are one-sided and represent opposite viewpoints – Anti-Imperial versus Imperial views; one in 1899, the other in 1900. | 10 |

| Question | Answer | Marks |
|----------|---|-------|
| 14 | <p>Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance.</p> <ul style="list-style-type: none"> • (D) says it is wrong for America to be involved in the Philippines. • (E) says it is important to be involved in the Philippines for trade reasons. • The sources are complete opposites – one says yes to American involvement, the other says no; they are both speeches by Senators, said within a year of each other. <p>Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> • (D) opposes American involvement. • (E) supports American involvement. • Both sources are speeches by Senators. <p>Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • The sources support and criticise American foreign policy. • Both are speeches. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 15 | <p>Study <u>all</u> the sources.</p> <p>‘The United States adopted an imperialist foreign policy mainly for economic reasons.’ To what extent do you agree? Explain your answer using details from Sources A–G <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed content knowledge and evaluation, with a well-supported and developed overall judgement.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the hypothesis Yes = B, E, G No = A, C, D, F. • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. • Formulates a reasoned conclusion – trade and commercial interests were important issues driving America’s foreign policy but they should not be seen in isolation – other factors were important; Social Darwinism, survival of the fittest; political – to enforce stability and order on America’s doorstep; continuation of Manifest Destiny; paternalistic/elitist – to spread civilised culture and Christianity; the sources reflect views from both sides of 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"> • More detailed discussion of L4 content, knowledge and evaluation. • 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. <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 economic factors were very important in directing America’s foreign policy; an increased navy was vital to protect trade and commerce (B); the Philippines and China offered limitless markets (E); need for expansion of trade and investment abroad (G). • Some of the sources suggest other factors were important; need to ensure stability and order in Latin America (A); the Roosevelt Corollary (C); to spread Anglo-Saxon civilisation and Christianity (F). | 15 |

| Question | Answer | Marks |
|----------|--|-------|
| 15 | <ul style="list-style-type: none"> • Is not possible to say that one factor on its own was the key factor in driving American foreign policy; it was a combination of factors. • Many of the sources offer one-sided viewpoints such as (C) justification by the President for his modification of the Monroe Doctrine; (D) the view of an Anti-Imperialist; (E) the view of a supporter of the New Imperialism; (F) a Christian missionary leader. • Could mention Taft's Dollar Diplomacy – encourage and protect American trade and investment in Latin America and Asia. <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 describe how trade and commerce were important factors; to expand trading links in Asia (E); to expand trade abroad (G). • Some sources describe the importance of other factors; to establish order in neighbouring states (A); to spread civilisation and the Christian faith (F). • Many of the sources offer one-sided viewpoints such as (C), (D), (E) 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"> • Some of the sources comment that trade was an important factor; America wanted to expand its trade overseas. • Several of the sources comment on other factors such as the need to protect America from its neighbours, and to spread America's influence. <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • Trade was very important. • America wanted to become more powerful. <p>Level 0 (0 marks) No valid response.</p> | |

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

| Question | Answer | Marks |
|----------|---|-------|
| 16 | <p>Study Source A.</p> <p>What can you learn from this source about 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>Example response: The source suggests that music played an important role in popular culture in the 1960s. There were different types of music on offer at the first ever Woodstock music and peace festival held in August 1969. This became an event attracting large crowds who came to hear some of the most famous bands and solo artists perform over a three day festival. It demonstrates the importance and appeal of music to America’s youth. The festival attracted performances by top musicians like Janis Joplin, Joan Baez and Joe Cocker, as well as black Americans such as Jimi Hendrix. Woodstock became a key event in the hippie calendar, with references in the poster to being a ‘peace and music’ festival. The 1960s saw developments in popular culture and this is reflected at Woodstock.</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"> • Woodstock is a good example of the development of popular culture • The first ever Woodstock music festival was being held in August 1969. • It contained performances by Jimi Hendrix and Janis Joplin; some of the leading musicians of the age. • It was billed as a ‘Three Day Peace and Music Festival’; it attracted large crowds. <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"> • A music and arts fair was to be held at Woodstock. • It would last three days – 15th–18th September 1969 (according to the poster). Note: the event in reality continued until the 18th of September. • Jimi Hendrix and Janis Joplin were playing as well as many other musicians. | 6 |

| Question | Answer | Marks |
|----------|--|-------|
| 16 | <p>Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none">• Music was popular in the 1960s.• There were lots of musicians/singers performing. <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 lives of young Americans 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 provides some of the reasons why some young people chose to adopt an alternative lifestyle during the 1960s. Mark Valencia says that going to college proved to be a turning point in his life as it caused him to question traditional values and as a result he felt that he did not belong to society. He began to rebel against what was expected of him, growing long hair, joining a commune and adopting a hippie lifestyle. He began to follow a counter-culture, listening to protest music, and objecting to the war in Vietnam. While the source is useful in providing reasons why Mark became a hippie and activist, it is not so useful in providing reasons as to why other young Americans adopted an alternative lifestyle. It provides only a narrow focus, and ignores the fact that not all young Americans became hippies and dropped out of society. Its usefulness is therefore limited.</p> <p><i>Other relevant responses should also be credited.</i></p> <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 spells out several reasons – not feeling part of society; rejection of traditional values and beliefs; opposing authority; appeal of an alternative lifestyle. • Wanting to belong to a counterculture – the hippie lifestyle; sex, drugs and rock n roll. • It is the recollection of someone who dropped out of college to become a hippie and enter a commune. • The source only provides one person’s reasons for becoming a hippie; it has a very narrow focus. <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 provides several reasons – rebellion against what was expected of young people; appeal of different lifestyle. • He liked the hippie movement and wanted to be a member of it. • It was the recollection of a man who was a hippie in the 1960s | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 17 | <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none">• He wanted to have a beard and grow his hair long.• He did not feel part of society. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 18 | <p>Study Source C.</p> <p>How accurately does this source reflect the reasons why there was protest during the 1960s? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgement based on an evaluation of the reliability of the source in terms of 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: The source reflects the views of the President, LBJ, who believes that the young do not really have reasons why they are protesting. He believes that he has provided them with a good lifestyle, a decent education and the prospects of getting a good job. He cannot understand why they are rioting in cities across the US. The source is reliable in providing the President's view upon the civil unrest of 1967, and is accurate in saying that the war in Vietnam was becoming unpopular, with protestors chanting 'Hey, Hey ...', but it is unreliable in looking at the bigger picture. It does not identify the reasons why there was looting, burning and shooting in many cities. The reasons for such protest such as the lack of improvement in housing and schooling are not spelled out, and this makes the source less accurate in its understanding of the why there was such widespread protest in the 1960s. LBJ only provides the 'official' point of view as to why there was protest, and this one-sided perspective limits the reliability and accuracy of the source.</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 provides some reasons for the unrest – opposition to the war in Vietnam from university students who wanted to avoid the draft; a feeling that the government had done little for them. • It suggests the President had tried to help them but failed; his policies were not appreciated. • It is a one-sided viewpoint – the reasons believed by the President; it does not provide the full picture and only gives the 'official' view. • The fact it is the view of the President means its accuracy and reliability can be questioned; this narrow one-sided focus acts as a limitation of the source. | 7 |

| Question | Answer | Marks |
|----------|---|-------|
| 18 | <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 provides some information to explain the unrest – a rejection of what the government was attempting to do; opposition to the war in Vietnam. • The source provides the reasons given by the President; he is likely to be biased in his view. • The source is not that reliable. <p>Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> • Young people were angry – they took part in riots, looting, burning. • They wanted to march in the streets. • It is a speech by President Johnson. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 19 | <p>Study Sources D and E.</p> <p>Why do these sources differ in their accounts of the violence at Kent State University campus? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which examines 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: The two sources present very contrasting accounts about the violence at Kent State University on May 4, 1970. Source D is an account by the President who says that it was the actions of the students who resorted to violent protest that caused the Guardsmen to open fire in order to establish law and order. This is in complete contrast to Source E which is the recollection of a student who was shot during the protest demonstration. He stresses that it was a peaceful demonstration to protest against the war in Vietnam. The students were unarmed and were protesting in a non-violent, non-threatening manner. It was the Guardsmen who opened fire for no reason. Source D is the official version of the events and the President is keen to blame the deaths of the four students on the violent protests. His account lacks full details of what actually happened and is rather generalised in its references to the ‘protest turning to violence’. Source E is the account of a student who was directly involved in the action, he was actually shot in the arm and his friend was shot in the ankle. His account is quite dramatic and may well be glamorised to defend the actions of the non-violent protest. He wishes to place the blame for opening fire directly on the Guardsmen. Both authors have motives for presenting a one-sided account, each wanting to blame the other side and the fact that they are only opposite sides of the protest explains why the accounts differ.</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 the view of President Nixon – the students were protesting violently and the Guardsmen were forced to take action to restore order. • Source E is the recollection of a student who was injured; he says the protest was non-violent and the soldiers fired for no real reason. • Both sources date from the period – Nixon commenting within hours of the shooting, attempting to justify the actions of the authorities; Alan Canfora giving an interview after the event, talking from the standpoint of the students. | 10 |

| Question | Answer | Marks |
|----------|---|-------|
| 19 | <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 claims that the student protest turned to violence and they were to blame for what happened. • Source E claims that the Guardsmen were to blame; the students were unarmed and were peaceful. • Both provide primary evidence about the shootings but both are one-sided. <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 describes how the Guardsmen had to shoot because the protest had turned to violence. • Source E describes a peaceful anti-war rally; a peaceful gathering; the Guardsmen shooting into a crowd of unarmed students. • Both source are written by people who had interests in the event. <p>Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> • The sources describe the events of Kent State University. • They say that students were shot at by Guardsmen. <p>Level 0 (0 marks) No valid response.</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 20 | <p>Study <u>all</u> the sources.</p> <p>‘Youth protest during the 1960s was largely peaceful.’ To what extent do you agree? Explain your answer using details from Sources A–G <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed content knowledge and evaluation, with a well-supported and developed overall judgement.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the hypothesis Yes = A, B, F No = C, D, E, G • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. • Formulates a reasoned conclusion – many young Americans rejected traditional values during the 1960s and turned to an alternative hippie culture – free love and peace; many became interested in new types of music and popular culture; their protest against the establishment was peaceful and was via songs, films and non-violent protest; however, some of the protest was violent, such as inner-city rioting, protests against the war in Vietnam, protests on university campuses, some of which resulted in deaths. <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"> • More developed discussion of L4 content, knowledge and evaluation. • 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. <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 many of the protests of the 1960s were peaceful; some young Americans choice to drop out of society and follow alternative lifestyles (B); they engaged in non-violent protest via song (A) and anti-war protest songs (F). • Some sources confirm that there was violent protest; the inner city riots/protests which resulted in spates of looting, burning and destruction of property (C); protests on university campuses which ended in violence (D and E); a more militant feminist movement (G). • Many of the sources offer one-sided viewpoints such as (D), a statement by President Nixon defending the actions of the Government; an interview with a former activist and hippie explaining why he adopted an alternative lifestyle (B); and the lyrics of an anti-Vietnam War song (F). | 15 |

| Question | Answer | Marks |
|----------|--|-------|
| 20 | <p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak 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 concentrate on non-violent protest; peace and music festival (A); appeal of hippie culture (B); protest songs (F). • Some sources concentrate on violent protest; detail the shooting at Kent State University (D and E); looting and destruction of property (C). • Many of the sources offer one-sided viewpoints such as (D), (B) 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 comment that protests were non-violent and peaceful. • Several of the sources talk about violent protests such as deaths of students at Kent State. <p>Level 1 (1–2 marks) Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • There was peaceful protest such as hippies. • There was violence such as shootings. <p>Level 0 (0 marks) No valid response.</p> | |