



# **Cambridge IGCSE™**

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**AMERICAN HISTORY (US)**

**0409/02**

Paper 2 Depth Study

**May/June 2023**

**MARK SCHEME**

Maximum Mark: 45

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**Published**

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

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

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This document consists of **47** printed pages.

**Generic Marking Principles**

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

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

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

**GENERIC MARKING PRINCIPLE 2:**

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

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

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

**GENERIC MARKING PRINCIPLE 4:**

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

**GENERIC MARKING PRINCIPLE 5:**

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

**GENERIC MARKING PRINCIPLE 6:**

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

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

Question	Answer	Marks
1	<p><b>Study Source A.</b>  <b>What can you learn from this source about the migration of people to California in 1849? Explain your answer using details from the source and your knowledge.</b></p> <p><b>Level 4 (6 marks)</b>  Answers that demonstrate a developed understanding of source content / message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The poster advertises a passage of thirty-five days to reach the gold regions. This suggests that people wanted to migrate to California to make their fortunes in the gold rush of 1848–49. They were not well off as the poster advertised the route as the cheapest available. It was only \$90. The poster's message of a quick route suggests a sense of urgency as people wanted to get to California as quickly as possible before the best claims were taken. The gold had been discovered in January 1848, so those travelling as late as March 1849 would want to get there quickly. The route begins in New York, suggesting that many who travelled to California were newly arrived in the USA. Many miners from the UK travelled to the US when they heard about the gold in California and this poster is likely to appeal to them as, having arrived in New York, they would want to reach California as quickly and cheaply as possible.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (4–5 marks)</b>  Answers that develop the content / message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• It shows people wanted to get to California as quickly as possible because it offers a fast, 35-day route.</li> <li>• It shows the people were willing to risk a sea route with some land crossing via Lake Nicaragua to traverse the Central American isthmus.</li> <li>• It shows the people were poor because it offers a cheap route.</li> <li>• It shows that one of the ways to get to California was by sea on a steamship.</li> <li>• The steamship company was offering a 35-day voyage to California for \$90.</li> </ul>	6

Question	Answer	Marks
1	<p><b>Level 2 (2–3 marks)</b> Answers that select / describe details from the source with some supported development.</p> <ul style="list-style-type: none"><li>• People wanting to go to California could do so by sea on a steam ship.</li><li>• People were wanting to go to California because of the discovery of gold.</li><li>• People would pay 90 dollars to get there by sea.</li></ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none"><li>• Lots of people were going to California.</li><li>• Some went by steam ship.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
2	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying the idea of manifest destiny? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b></p> <p>Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The account is useful because its author was John O'Sullivan the creator of the term 'Manifest Destiny'. In 1845 he used this belief to support the case for the annexation of Texas and Oregon Country to the USA. He is believed to be the person who coined this phrase, which quickly became a popular view to help support the idea that it was a natural right for the American people to spread their civilization west. In the article, which appeared in December 1845, O'Sullivan argues that other reasons put forward to support the notion of Westward expansion, such as exploration, discovery and settlement, were less important than the principal reason of Manifest Destiny. He claimed that it was God's wish for the American people to spread their ideas of liberty and their political beliefs across the American continent, suggesting that Americans were special.</p> <p>However, the source has limitations. It does not present the big picture. This extract does not show the original context where the phrase was used to oppose perceived European interference in America. The historian would need to explore in greater depth what was meant by this term, how it was interpreted by others in paintings such as 'Westward the Course of Empire Takes its Way' and 'American Progress'. It provides only a narrow interpretation of this belief which became central to the American justification of Westward expansion.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
2	<p><b>Level 3 (5–6 marks)</b>            Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• The account provides some evidence on the idea of manifest destiny, but it is rather brief in its explanation.</li> <li>• It mentions how it was God's wish for the American people to spread their civilization west, especially their beliefs in liberty and federal government.</li> <li>• It says that manifest destiny was the most important reason to justify Westward migration, more so than the desire to explore, discover and settle.</li> <li>• It was said by John O'Sullivan who was a newspaper editor who first used the term 'Manifest Destiny'.</li> <li>• However, the account is narrow in its focus and only provides a little insight into what manifest destiny actually meant. It does not say much about how it became a central theme.</li> </ul> <p><b>Level 2 (2–4 marks)</b>            Answers that consider the utility or limitations of the source in terms of its content and / or provenance.</p> <ul style="list-style-type: none"> <li>• The account provides some detail on the idea of manifest destiny.</li> <li>• It says that Americans have the right to spread across the Continent.</li> <li>• It was written in a newspaper in 1845.</li> </ul> <p><b>Level 1 (1 mark)</b>            Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• Manifest Destiny was a term used at this time.</li> <li>• It was an important idea.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
3	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence of Lincoln's attitude towards the settlement of the West? Explain your answer using details from the sources <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b></p> <p>Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>This speech reflects Lincoln's attitude to the settlement of the West by 1861 although as he had not always been an advocate of western expansion the speech is not reliable in showing his attitude throughout his political career. In the speech he states that he is in favour of the Homestead Act. This opened up millions of acres of public land for settlement. As President, Lincoln played an active part in passing this and three other Acts which promoted settlement and agriculture on the plains. His speech is, therefore, reliable as it shows his enthusiastic commitment to this policy. The purpose of the source is to show his support for ordinary Americans, especially the likely farming audience in Ohio, and immigrants by encouraging them to settle the West. This reflects the terms of the Homestead Act which allowed people, including women and immigrants, to settle on favourable terms. The source could be considered reliable because Lincoln had no need, as President-elect, to misrepresent or conceal his ideas to appeal to his audience as voters. On the other hand, as Civil War was about to break out, he did need to ensure support in the north. In conclusion, the context of Acts passed by Lincoln and the purpose of the source suggest that the source is very reliable in representing Lincoln's attitude.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
3	<p><b>Level 3 (5–6 marks)</b>            Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• The source refers to the proposed Homestead Act which would grant 160 acres of land to those who chose to settle in the West, and which was given active support by Lincoln.</li> <li>• The speech states that the President elect himself was in favour of the passing of the Act.</li> <li>• The President elect was also keen to encourage immigration.</li> <li>• The attitude in the source matches the actions taken by Lincoln during his presidency in supporting the opening up of the West, such as encouraging railroad construction.</li> </ul> <p><b>Level 2 (2–4 marks)</b>            Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> <li>• The account talks about the passing of a Homestead law.</li> <li>• Government wanted to encourage people to settle in the West.</li> <li>• It was part of a speech made by the incoming President.</li> </ul> <p><b>Level 1 (1 mark)</b>            Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• They wanted people to settle the land.</li> <li>• They wanted people to come from Europe.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
4	<p><b>Study Sources D and E.</b></p> <p><b>Why do these sources disagree over the reasons why tension developed between the Mormons and the authorities in Missouri in 1838? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b></p> <p>Answers which explain similarity / difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>Source D is a statement made by Joseph Smith, the leader of the Mormons in Missouri. He claims that the Mormons are peaceable and have done nothing wrong, yet they are being constantly accused of wrongdoing. They have appealed for fair play and justice to the highest level, including to the President, but their protests have been ignored. This attitude contrasts sharply with the view expressed in Source E, which represents the view of Governor Boggs of Missouri who claims that the Mormons were ignoring the laws of the land and must be classed as enemies of the state. He ordered General Clark to raise the militia and to use force to drive the Mormons out of Missouri. Rumours were circulating that the Mormons were stirring up the Native Americans in the area and freeing slaves. They also disapproved of their attitudes to marriage, especially polygamy. Both sources hold very contrasting standpoints because they represent the views of two different groups. One is that of the State authorities in the form of its Governor, Lilburn Boggs, who wishes to drive the Mormons out of the State, and he even uses the term 'extermination.' The other is the counter – claim delivered by the Mormon leader, Joseph Smith, who argues that his people are the victims of attack and hatred because of their religious faith. Smith claimed to have received revelations in 1838 which sanctioned the actions he was taking in Missouri. Governor Boggs believes that the Mormons defied the laws of Missouri, while Joseph Smith claims that the Mormons wanted to live peacefully with their neighbours. The circumstances of the authors and their standpoints help to explain why their views over the cause of the tension contrast so sharply.</p> <p><i>Other relevant responses should also be credited.</i></p>	10

Question	Answer	Marks
4	<p><b>Level 4 (7–8 marks)</b>            Answers explain points of similarity / difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>Source D is the view of Joseph Smith the leader of the Mormons living in Missouri. He argues that the Mormons are peaceable people who abide by the law and have done nothing wrong.</li> <li>Source E is the view of Lilburn Boggs, Governor of Missouri, who believes the Mormons to be acting against the laws of the land and therefore need to be dealt with. He completely disagrees with the view of Smith.</li> <li>The sources reflect conflicting attitudes; one wishes to drive the Mormons away, the other arguing that the Mormons are the victims of religious persecution, having done nothing wrong.</li> </ul> <p><b>Level 3 (5–6 marks)</b>            Answers identify points of similarity / difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>Source D says that the Mormons are minding their own business and have done nothing wrong. They are being picked upon.</li> <li>Source E says that the Mormons are ignoring the law and causing trouble. They need to be dealt with.</li> <li>Both attempt to explain why tension developed in Missouri during September–October 1838, providing different reasons for the persecution.</li> </ul> <p><b>Level 2 (3–4 marks)</b>            Answers identify points of similarity / difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>Source D says that the Mormons should be allowed to stay as they have done nothing wrong.</li> <li>Source E says the Mormons need to be driven out of Missouri.</li> <li>The authors have different viewpoints.</li> </ul> <p><b>Level 1 (1–2 marks)</b>            Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> <li>The sources say things are happening to the Mormons.</li> <li>They say good and bad things about the Mormons.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
5	<p><b>Study all the sources. ‘The belief in Manifest Destiny was the main reason for Westward expansion after 1830.’ To what extent do you agree? Explain your answer using details from all the Sources and your knowledge.</b></p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Level 6 (15 marks)</b></p> <p>Balanced two-sided response based on detailed content, knowledge and evaluation, with a supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the argument. Yes = Sources B, F, G. No = Sources A, C, D, E, G.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and reasons for it.</li> <li>• Formulates a reasoned conclusion – the belief in Manifest Destiny was a strong factor for some settlers who journeyed West. It was a term first coined by the newspaper editor John O’Sullivan in 1845 (Source B) who reasoned that it was God’s will that the people of the US should migrate West, thereby spreading their ideas of liberty and government. Many settlers, particularly those with strong religious beliefs, journeyed West in the belief that Manifest Destiny was God’s will and would result in a better life (Source F) and that Westward expansion was part of God’s plan for the Continent (Source G). However, other factors were also important in causing Westward migration. One big factor was the discovery of gold in California in 1848 which quickly led to the California Gold Rush of 1848-49 (Source A). Government legislation offered incentives to undertake Westward migration, the Homestead Act of 1862 offering 160 acres of free land if farmed for five years (Source C) and this was followed by other legislation in the 1870s. Railway companies also played a part, offering land to those who settled along the railroad which was expanding across the Continent. For some, the reason for moving West was to better their lifestyle by getting away from persecution, and this was true of the Mormons who migrated to Utah to escape persecution in Missouri (Sources D &amp; E). The sources therefore reflect varied views to support and challenge the hypothesis.</li> <li>• The answer has a supported and developed overall judgement.</li> </ul>	15

Question	Answer	Marks
5	<p><b>Level 5 (12–14 marks)</b></p> <p>Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>More developed discussion of L4 content, knowledge and evaluation.</li> <li>Formulates a conclusion – the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed.</li> </ul> <p><b>Level 4 (9–11 marks)</b></p> <p>Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>The sources provide a variety of reasons for Westward expansion.</li> <li>Some of the sources confirm that Manifest Destiny did play an important role, the belief that it was God's will to migrate West, spreading the American belief in liberty and government (Source G); John O'Sullivan played an important part in spreading this belief (Source B) and it caused many to migrate West to search for a better life (Source F).</li> <li>Some sources suggest that other factors were as important, if not more so. The discovery of gold in California was a big incentive (Source A), government legislation which offered free land via the Homestead Act was also a pull factor (Source C). The desire to escape religious persecution was the reason the Mormons migrated to Utah (Sources D &amp; E).</li> <li>Can refer to other reasons as having served as pull factors such as the spread of the railroad and the offer of cheap land by railroad companies to those who settled along the line.</li> <li>Some of the sources offer one-sided viewpoints such as Source E which was anti-Mormon in its tone and Source D which was written in defence of the Mormon lifestyle. Source B takes the view that Manifest Destiny was God's will.</li> </ul>	

Question	Answer	Marks
5	<p><b>Level 3 (6–8 marks)</b>            Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and / or evaluation; or            Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>Some sources confirm that Manifest Destiny was an important reason, with Americans believing that it was God's will to migrate West (Source G); that it was destiny for such migration in order to spread the concept of liberty and free government (Source B).</li> <li>Some sources suggest other factors were important such as the discovery of gold in California (Source A), the granting of free land by the government (Source C) and the desire to escape persecution and start a better life in the West (Sources D &amp; E).</li> <li>Many of the sources offer one-sided viewpoints (B, D &amp; E).</li> </ul> <p><b>Level 2 (3–5 marks)</b>            One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> <li>Several of the sources confirm that Manifest Destiny was an important reason.</li> <li>Some of the sources suggest other reasons were important such as the gold rush and the desire to escape being attacked.</li> </ul> <p><b>Level 1 (1–2 marks)</b>            Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"> <li>Manifest Destiny was important.</li> <li>Other reasons were also important in causing people to move West.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

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

Question	Answer	Marks
6	<p><b>Study Source A.</b>  <b>What can you learn from this source about the suffrage movement in the 1880s? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (6 marks)</b>      Answers that demonstrate a developed understanding of source content / message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b>      The source suggests that the suffrage movement in the 1880s was active and, in this instance, had its own weekly newspaper which was called <i>The Woman's Journal</i>. It targeted female readers, its main focus being to support the campaign for the extension of the vote to females across the US. It also campaigned for greater equality in areas such as educational provision and entitlement, equality in the eyes of the law, and equality in the industrial workplace. By campaigning on a range of issues relevant to women of different economic status and by making the magazine very cheap, it is apparent that the campaign would appeal to women of all social levels. The advertisement, dated 1887, tells us that the editors of the newspaper were Lucy Stone, her husband Henry Blackwell and their daughter Alice Stone Blackwell. The newspaper was the official publication of the American Woman Suffrage Association which had been founded in 1869 and was led by Stone and Blackwell. The advert tells us that in the 1880s the movement was still in existence and was still actively campaigning for female suffrage. It was one of two main suffrage groups at this time.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (4–5 marks)</b>      Answers that develop the content / message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• It tells us that the suffrage movement was active in the 1880s.</li> <li>• It published its own weekly newspaper – <i>The Woman's Journal</i>.</li> <li>• It campaigned for an extension of suffrage for all women across the US.</li> <li>• Its editors were Lucy Stone, Henry Blackwell and Alice Stone Blackwell.</li> <li>• It was the newspaper of one of the suffrage organizations – the American Woman Suffrage Association.</li> </ul>	6

Question	Answer	Marks
6	<p><b>Level 2 (2–3 marks)</b> Answers that select / describe details from the source with some supported development.</p> <ul style="list-style-type: none"><li>• The source shows the suffrage movement published a newspaper.</li><li>• It was called <i>The Woman's Journal</i> and appeared weekly.</li><li>• It was devoted to the interests of women – their education, industrial, legal and political equality.</li></ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"><li>• They published a newspaper.</li><li>• It was called <i>The Woman's Journal</i>.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
7	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying the leadership of Lucretia Mott in the American Equal Rights Association? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b></p> <p>Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source is useful as it is a statement made by Lucretia Mott herself during the first annual meeting of the American Equal Rights Association. The organization had been formed in 1866 to campaign to secure equal rights for all American citizens and as a prominent female activist, Mott was elected as its first president. However, the source is limited as it provides no contextual background as to Mott's contribution to the campaign for equal rights prior to this event. In her first speech as president of the AERA Mott makes reference to the fact that her age and feeble health were preventing her from playing the active role she would have wished and she therefore offers to step down as President to allow one of the younger vice-presidents to take over, if that proved to be the wish of the Annual Meeting. She felt she had occupied a very privileged role. While the source is useful in providing Mott's own view of her situation in 1867 it lacks contextual background. Pressure was growing upon the movement and a difference of opinion was emerging over the proposed passing of the 14th and 15th Amendments, falling out over whether to support black suffrage and let women's suffrage take a back seat. Mott was attempting to keep the movement together but she was unable to do so. The result was the collapse of the AERA as it split into two competing suffrage organisations – the NWSA and the AWSA. Mott was attempting to keep the movement together and wished for conciliation between the two sides. The source is therefore limited in its range and this affects its usefulness to the historian.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
7	<p><b>Level 3 (5–6 marks)</b>            Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• The source is useful as it is the view of Mott herself, but it is very narrow in its focus.</li> <li>• Mott comments that due to her age and health she had not been able to plan an active role as president.</li> <li>• She is considering resigning from the role as president if that was desired.</li> <li>• The account is very narrow in its coverage and does not give any background detail about the AERA.</li> </ul> <p><b>Level 2 (2–4 marks)</b>            Answers that consider the utility or limitations of the source in terms of its content and / or provenance.</p> <ul style="list-style-type: none"> <li>• The source states that Mott was president of the AERA.</li> <li>• She is thinking of stepping down as president.</li> <li>• The source only talks about the year 1867 and does not refer to Mott's leadership after that date.</li> </ul> <p><b>Level 1 (1 mark)</b>            Answer that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• It says Mott had poor health.</li> <li>• She was not able to do much.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
8	<p><b>Study Source C.</b>  <b>How reliable is this source as evidence of the contribution of Lucy Stone to the campaign for female suffrage? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b>      Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b>      The source is part of an obituary notice and provides some biographical detail about the contribution of Lucy Stone to the campaign for women's suffrage. It tells the historian that Stone spent over 50 years of her adult life campaigning for equality, originally against slavery and then to secure rights for women, especially in terms of extending the vote to include all females across all US states. She played a key role in the formation in 1869 of the American Woman Suffrage Association. She was a very active campaigner touring the states to deliver public lectures and speeches to try to gather support for female suffrage. She also founded the movement's newspaper, <i>The Woman's Journal</i>, which she edited and regularly contributed articles to it. As it is an obituary notice it is sympathetic and positive in its tone, meaning that although it is factually accurate, it does not refer to her support for the 15<sup>th</sup> Amendment which was responsible for the split in the female suffrage movement. The use of 'noble', 'sweet' and 'true' show Lucy Stone as the epitome of a perfect 19th century lady. It does not accurately reflect her relentless campaign for women's rights although it is reliable in the sense that she campaigned on behalf of the most moderate wing of the movement.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
8	<p><b>Level 3 (5–6 marks)</b>            Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• The source provides some details about Stone's contribution.</li> <li>• It is an obituary notice which summarises Stone's main involvement in the suffrage movement; its reliability is somewhat limited due to the positive nature of an obituary.</li> <li>• She was an active campaigner, helping to found the AWSA in 1869.</li> <li>• She also established a newspaper and served as editor.</li> <li>• It does not provide the bigger picture – the split in the women's movement in 1869 and the setting up of two rival suffrage organizations.</li> </ul> <p><b>Level 2 (2–4 marks)</b>            Answers that consider the reliability of the source in terms of its content and / or provenance.</p> <ul style="list-style-type: none"> <li>• The source says that Stone was an important figure in the female suffrage movement.</li> <li>• She gave public speeches and lectures to campaign for the vote for all women.</li> <li>• She established a newspaper as part of this campaign.</li> <li>• It is an obituary notice which says good things about her.</li> </ul> <p><b>Level 1 (1 mark)</b>            Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• It says she was an important lady.</li> <li>• She was a campaigner.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
9	<p><b>Study Sources D and E.</b></p> <p><b>Why do these sources differ in their attitude towards the contribution that Elizabeth Cady Stanton made to the campaign for women's suffrage? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b></p> <p>Answers which explain similarity / difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The two sources present very contrasting views about the contribution Elizabeth Stanton made to the campaign for women's suffrage. They represent the views of two rival camps, the anti-suffrage and the pro-suffrage camp. Source D presents a very critical view of Stanton, concluding that she sets a bad example and is not a good role model for anybody attempting to bring about change. By devoting her time to campaigning for female suffrage she has neglected her primary role as wife, mother and organiser of the household. Instead, she is chasing false dreams of suffrage and attempting to right 'imaginary' wrongs'. This is in sharp contrast to the view expressed in Source E. This depicts Stanton as a strong, visionary leader. She is referred to as the 'philosopher' who played an important role in representing the views of the NWSA and later the NAWSA in communications with Congress and the State legislatures. Despite having an important post to fill as President of the organisations, she still managed her family life, hence the reference to 'when family commitments allowed'. The two sources represent contrasting viewpoints to the demand for female suffrage, Source D representing the opinion of the conservative <i>New York Sunday Times</i> newspaper which adopted an anti-suffrage standpoint, compared with Source E which represents the views of Stanton's very close friend and fellow activist, Susan B. Anthony, one who had worked alongside her for decades. Anthony is naturally very supportive of her friend's achievements and praises her contribution, as you would expect when asked to comment upon the news that your good friend had just died. The different dates can explain the different views. 1868 was very early in the campaign and there was significant opposition, while by 1902 the campaign had made progress in gaining support. The circumstances of the authors and their standpoints help to explain the reasons for such contrasting views of the contribution of Stanton.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 4 (7–8 marks)</b></p> <p>Answers explain points of similarity / difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>Source D represents the view of an anti-suffragist, the editor of the <i>New York Sunday Times</i>, who portrays Stanton as a poor role model as her campaigning had caused her to neglect her home and family.</li> </ul>	10

Question	Answer	Marks
9	<ul style="list-style-type: none"> <li>Source E represents the view of a fellow suffragist campaigner and a close personal friend, one who had worked alongside Stanton for years. Anthony is very praiseworthy of Stanton's contribution, concluding that she played an important role representing the views of the pro-suffrage movement to Congress.</li> <li>Source D represents the anti-view and Source E the pro-view. They are opposite in their views of Stanton's contribution, mainly because of the beliefs of the authors upon the issue of female suffrage.</li> </ul> <p><b>Level 3 (5–6 marks)</b> Answers identify points of similarity / difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>Source D says that Stanton is a poor role model and should spend less time on her campaigning and more time on her family commitments.</li> <li>Source E believed Stanton to be an important leader within the suffrage movement, one who was a spokesperson.</li> <li>The sources have opposite opinions because of the differing beliefs of the two authors.</li> </ul> <p><b>Level 2 (3–4 marks)</b> Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>Source D is critical of Stanton, saying she has neglected her role as a mother and wife.</li> <li>Source E says that Stanton was a good leader who was always writing or making speeches.</li> <li>The two sources say opposite things about Stanton's leadership.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> <li>They have different views about Stanton.</li> <li>They do not agree.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
10	<p><b>Study all the sources.</b>  <b>'The main quality of suffragist leaders was their ability as public speakers.' To what extent do you agree? Explain your answer using details from all the Sources <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b>  Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <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> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis  Yes = C, E, G.  No = A, B, C, D, F, G.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and the reasons for it.</li> <li>• Formulates a reasoned conclusion – The ability to be a good public speaker formed an important aspect of leadership and for the campaign for women's suffrage to be successful the leaders needed to be able to deliver a clear message. In Source C Lucy Stone is described as a gifted public speaker who toured the country to try to encourage support for the suffrage cause. Elizabeth Stanton was another notable public speaker (Source E) who, as leader of the NWSA, delivered the annual address at the Party's national congress, and she also toured the country for several months of the year delivering lectures and speeches to rally the suffrage cause (Source G). During these tours she was accompanied by Susan B. Anthony, who was also a good public speaker (Source G). However, the suffragist leaders also displayed other very important qualities such as leadership. Both Elizabeth Stanton and Susan Anthony were the driving force behind the NWSA, organizing national conventions, the lobbying of Congress and State legislatures to campaign for the right to vote in all States (Source G). They devoted so much time to the suffragist cause that critics accused Stanton of neglecting her domestic duties (Source D). Lucy Stone served as the editor of <i>The Woman's Journal</i>, the weekly newspaper of the AWSA (Source A) as well as being one of the key leaders of the Association (Source C). Another respected leader with a wealth of experience in campaigning was Lucretia Mott, who served as the first President of the American Equal Rights Association (Source B). She had been one of the key figures fighting the suffrage cause over many decades. At the local level the leaders helped to organise the signing of petitions (Source F) as well as marches, demonstrations and lobbying. To be effective in their roles the suffragist leaders had to be good at both public speaking and also at organisation. The sources therefore reflect views to support and challenge the hypothesis.</li> <li>• The answer has a supported and developed overall judgement.</li> </ul>	15

Question	Answer	Marks
10	<p><b>Level 5 (12–14 marks)</b>  Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>More developed discussion of L4 content, knowledge and evaluation.</li> <li>Formulates a conclusion – the information given in the sources is one-sided and does not provide the big picture; therefore the overall judgement will be dependent upon which sources will have been viewed.</li> </ul> <p><b>Level 4 (9–11 marks)</b>  Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>The sources offer a mixed set of viewpoints.</li> <li>Some of the sources demonstrate the importance of being a good public speaker in securing support for the suffrage cause. Source C describes Lucy Stone, a key figure in the AWSA, as a gifted public speaker, and Source E describes Elizabeth Stanton of the NWSA as another notable public speaker. Source G also acknowledges Susan B. Anthony's work touring the country delivering public lectures.</li> <li>Some of the sources highlight other qualities of leadership. Source G describes both Stanton and Anthony as being active in organizing conventions, lobbying Congress and State legislature, and also writing letters to the press. Source A talks about Stone's contribution as editor of <i>The Woman's Journal</i>, and Source B comments of the long experience and campaigning ability of Lucretia Mott. Leaders also organised the signing of petitions (Source F).</li> <li>Some of the sources offer one-sided viewpoints; Source C is an obituary notice following the death of Lucy Stone and is therefore likely to be very complimentary and positive; Source D is a newspaper which is very critical of the role of Stanton due to the anti-suffrage views of the newspaper; Source E is the view of Stanton's close friend and is a comment made upon her death so it is likely to be complimentary</li> </ul>	

Question	Answer	Marks
10	<p><b>Level 3 (6–8 marks)</b>            Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and / or evaluation;  <b>or</b>            Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>Some sources argue that public speaking was a key quality; Source C comments that Lucy Stone was a good speaker; Source E comments that Stanton was a good speaker, and Source G comments upon the ability of both Stanton and Anthony.</li> <li>Some of the sources suggest other qualities were important such as organization and leadership; Source A comments upon Stone's work as editor of the AWSA newspaper; Source G comments upon the work of Stanton and Anthony in organising conventions and lobbying; Source F shows the work of local leaders.</li> <li>Many of the sources offer one-sided viewpoints (C, D &amp; E).</li> </ul> <p><b>Level 2 (3–5 marks)</b>            One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> <li>Several of the sources confirm that public speaking was an important aspect of leadership and many of the female leaders were good at this.</li> <li>Several of the sources say that other qualities were important such as organizing events / tours and writing articles.</li> </ul> <p><b>Level 1 (1–2 marks)</b>            Generalised comments with no / little support from the sources.</p> <ul style="list-style-type: none"> <li>Public speaking was important.</li> <li>Some women gave talks.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

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

Question	Answer	Marks
11	<p><b>Study Source A.</b>  <b>What is the message of this source? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (6 marks)</b>  Answers that demonstrate a developed understanding of source content / message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b>  The cartoon depicts the deteriorating situation in Cuba in 1898. The main message of the cartoon is that the US has a duty to intervene in Cuba. It shows two figures fighting each other, the one on the left representing the people of Cuba who are rebelling against their Spanish rulers (figure on the right). There is much disruption, with a large fire burning in the background and a broken plough alongside the men fighting. The tall figure is Uncle Sam who is taking off his jacket, implying that he is about to enter the fight to separate the antagonists. and the caption implies that the US believes it to be its humanitarian duty to intervene to try and stop the fighting. The cartoon is dated 1898 which was the time when the Spanish-American War was just breaking out and the USA had to make a decision about what to do about the uprising taking place on its doorstep. In reality, the US did intervene to support the Cuban people following the explosion on board the USS Maine which it blamed upon Spain (which might be the explosion seen in top left of the cartoon).</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (4–5 marks)</b>  Answers that develop the content / message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• It shows the fall out between the people of Cuba and their Spanish rulers.</li> <li>• Uncle Sam is looking down upon them, saying that for humanitarian reasons the US needs to intervene to stop the fighting.</li> <li>• The cartoon portrays the US as the concerned neighbour wishing to intervene to restore peace.</li> <li>• The cartoon is dated 1898 which was the time when the Spanish – American War started.</li> <li>• It suggests a possible reason why the US intervened.</li> </ul>	6

Question	Answer	Marks
11	<p><b>Level 2 (2–3 marks)</b> Answers that select / describe details from the source with some supported development.</p> <ul style="list-style-type: none"><li>• The cartoon shows two figures fighting each other, one looks like a peasant farmer, the other is dressed in more official clothes.</li><li>• Uncle Sam is taking his jacket off and appears to be going to take action to stop the fighting.</li><li>• There is a fire raging in the distance and broken farm equipment on the floor near to where the men are fighting.</li></ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"><li>• It shows two men fighting.</li><li>• It shows a tall man looking down on the two fighters.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
12	<p><b>Study Source B.</b>  <b>How useful is this source to a historian studying the reasons why the US went to war in 1898?</b>  <b>Explain your answer using details from the source <u>and</u> your own knowledge</b></p> <p><b>Level 4 (7 marks)</b>      Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b>      The source is useful because it provides information on the economic argument that was used by some politicians as the key reason why the US needed to take action to support Cuba. The source relates to economic expansion, the need to acquire new territory, new supplies of natural resources, and opportunities for increasing wealth. It forms part of a speech delivered by a candidate hoping to be elected as the Republican Senator for Indiana. Republicans favoured the idea of expansion and the belief that it was the United States' duty to protect and support its near neighbours. This is confirmed by the title of the speech 'The March of the Flag'. The limitation of the source is that it concentrates upon one of the arguments which helped shape the decision to declare war against Spain in April 1898. There is no reference to the impact of Yellow Journalism, the feeling of public opinion, the application of 'Manifest Destiny' to the wider geographical sphere, or the deteriorating diplomatic relations between the US and Spain. The narrow focus of the source therefore limits its usefulness.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b>      Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• The source is useful as it provides the economic reasons why the US got involved in war in 1898.</li> <li>• It refers to the desire to search out new markets, to acquire raw materials, to make money from expansion overseas.</li> <li>• It is a speech by a Republican candidate trying to win votes by saying what the public want to hear.</li> <li>• The source is limited as it does not give the big picture by referring to any other reasons why the US went to war.</li> </ul>	7

Question	Answer	Marks
12	<p><b>Level 2 (2–4 marks)</b>            Answers that consider the utility or limitations of the source in terms of its content and / or provenance.</p> <ul style="list-style-type: none"> <li>• The source is useful because it provides a reason for going to war – resources and commerce.</li> <li>• It is the view of a Republican candidate who wanted the US to expand overseas.</li> <li>• It only gives one reason for war.</li> </ul> <p><b>Level 1 (1 mark)</b>            Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• It says the US must do it.</li> <li>• The American people continue their march.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
13	<p><b>Study Source C.</b>  <b>How reliable is this source as evidence of the reasons for the breakdown in relations between the US and Spain in March 1898? Explain your answer using details from the source <u>and</u> your own knowledge.</b></p> <p><b>Level 4 (7 marks)</b>      Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b>      The source is part of a report that appeared in the <i>San Francisco Call</i> newspaper on March 26, 1898. The title of the report refers to the 'Parting of Ways' between the US and Spain and suggests that there was now a strong possibility that war would break out between the two countries.      Tension was mounting and Spain was sending a fleet across the Atlantic to Cuba and, as a result, the US government was preparing for war.      The newspaper account appears to be factually accurate in its description of the US and Spanish explanations of the sinking of the <i>USS Maine</i>. The source suggests the reasons for the breakdown in diplomatic relations was due to two very contrasting viewpoints regarding the explosion on board the battleship, the <i>USS Maine</i>.      The US government believed that the ship was hit by a torpedo fired from a Spanish ship. This was disputed by Spain which believed the explosion was due to an event on board the ship itself. Despite being an American source, it outlines both viewpoints without comment, and this therefore makes the source more, rather than less, reliable. It was published on March 26, reporting Court of Inquiry findings. This also suggests that it is reliable.  <i>Other relevant responses should also be credited.</i></p> <p><b>Level 3 (5–6 marks)</b>      Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• It is reliable, because it reports accurately on a relevant incident that heightened tensions.</li> <li>• It says the US government believes the <i>USS Maine</i> was attacked by Spain, while the Spanish government believes the explosion took place inside the ship, it was not attacked.</li> <li>• The two countries are drifting towards war; Spain is sending a fleet across the Atlantic; the US is preparing for war.</li> </ul>	7

Question	Answer	Marks
13	<p><b>Level 2 (2–4 marks)</b> Answers that consider the reliability of the source in terms of its content and / or provenance.</p> <ul style="list-style-type: none"><li>• It says the US believes the ship was attacked; Spain denies this.</li><li>• It says that both countries are preparing for war.</li></ul> <p><b>Level 1 (1 mark)</b> Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"><li>• It says ‘Parting of the Ways’.</li><li>• It is from a newspaper.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
14	<p><b>Study Sources D and E.</b></p> <p><b>Why do these sources disagree in their view about US intervention in Cuba? Explain your answer using details from the sources <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b></p> <p>Answers which explain similarity / difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The two sources project very contrasting views about US intervention in Cuba. McKinley argues that intervention is needed to put an end to Spanish misrule and that it was the duty of the US to protect its near neighbours from brutal treatment by foreign powers. His standpoint is to promote the need to protect life and property and to provide legal protection to US citizens in Cuba. Rather than ignore this misrule, it was the duty of the US to intervene in Cuba. The words are those of the President who is delivering a speech to Congress on April 11, 1898. His purpose is to justify why he thinks the US needs to intervene. He uses the moral and humanitarian argument in an attempt to gain support for his declaration of war. This contrasts sharply with Source E which is the viewpoint of the anti-imperialists. They are totally opposed to any US interventions with countries overseas. They are also opposed to any form of military intervention or use of force. They are opposed to the 'colonial idea' of overseas Empire and Imperial power. They believe that the US government should uphold the concept of the 'Declaration of Independence', allowing countries their right to be free and self-governing, and not ruled by foreign imperialist powers. The beliefs and standpoint of both authors therefore explain why the viewpoints contrast so sharply.</p> <p>Source D was written at the beginning of the war, so the President was trying to justify war, while Source E was written nearly a year later when the negative impact of intervention had become apparent.</p> <p><i>Other relevant responses should also be credited.</i></p> <p><b>Level 4 (7–8 marks)</b></p> <p>Answers explain points of similarity / difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>Source D expresses the view of the President who is arguing for intervention, basing his argument on humanitarian and moral grounds. He argues that the US has a duty to intervene, to prevent Spanish misrule and free the Cuban people from a brutal regime.</li> <li>Source E is the view of the anti-imperialists who are totally opposed to any form of imperialism or overseas empires. They do not support any plan for military intervention and believe that the US government should support the belief that all peoples have the right to be free and self-governing, not ruled by foreign powers.</li> </ul>	10

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
14	<ul style="list-style-type: none"> <li>Both sources are one-sided and represent contrasting views; Source D is the view of the US President who wants to support the people of Cuba and wishes to justify his decision to do so; Source E is the view of the anti-imperialists who were totally opposed to any intervention overseas.</li> </ul> <p><b>Level 3 (5–6 marks)</b> Answers identify points of similarity / difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>Source D suggests the US should take action to support the people of Cuba; the US has a duty to do so.</li> <li>Source E does not suggest any US involvement overseas and especially in the affairs of Cuba; it wants the US to stay outside of such disputes.</li> <li>The sources offer very contrasting views; one is trying to justify the need for taking action; the other warns against this, saying that it is not the job of the US to intervene.</li> </ul> <p><b>Level 2 (3–4 marks)</b> Answers identify points of similarity/difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>Source D proposes taking action to support the people of Cuba.</li> <li>Source E is totally against taking any action; the US must stop interfering.</li> <li>Both sources are different in their views because of the beliefs of the authors.</li> </ul> <p><b>Level 1 (1–2 marks)</b> Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> <li>Both sources say different things about what the US should do.</li> <li>They do not agree.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
15	<p><b>Study all the sources.</b>  <b>'Humanitarian concerns was the main reason why the US government got involved in the Spanish – American War.' To what extent do you agree? Explain your answer using details from all the Source <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b>  Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <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> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis  Yes = A, D, F G.  No = B, C, E, F.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and the reasons for it.</li> <li>• Formulates a reasoned conclusion – concern on humanitarian grounds was a factor which pushed the US government towards intervention to support the Cuban people against Spanish misrule. Source A shows Uncle Sam about to intervene to try to stop the fighting between the Cuban rebels and their Spanish rulers. The caption says that the US needed to intervene for humanitarian reasons. Source D highlights the mistreatment enforced upon the Cuban people, including the bloodshed, starvation and miseries of harsh rule. It also calls for the US to protect the life and property of the Cuban people on humanitarian grounds. Source G suggests that concerns over Spanish misrule helped win over public opinion within the US for intervention on humanitarian grounds, to prevent any further acts of Spanish barbarity. However, some of the sources present other reasons as being equally if not more important in persuading the US government to get involved. Source B highlights the economic and commercial factors that helped to swing the argument in favour of intervention. It refers to the need to search out new commercial markets, to find new supplies of raw materials and support economic expansionism overseas. Source C highlights the event that triggered intervention, the explosion on board the battleship <i>USS Maine</i> which the US blamed upon a hostile Spanish act. While Source E does not project a reason it does suggest that economic reasons and the desire to expand the US Empire overseas were factors. Source F shows the influence of Yellow Journalism which put pressure on the US government to intervene to restore order and end the anarchy in Cuba. The cartoon shows a child pleading with the figure of justice (symbolised by a sword) to intervene. Justice is removing her blindfold so that she can see the injustice of anarchic Spanish rule publicised by yellow journalism. Source G highlights the issue of Spanish misrule which was picked up on by the Yellow Journalists attempting to persuade the US public to support intervention. The sources therefore reflect views to support and challenge the hypothesis.</li> </ul>	15

Question	Answer	Marks
15	<p><b>Level 5 (12–14 marks)</b>  Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>More developed discussion of L4 content, knowledge and evaluation.</li> <li>Formulates a conclusion – the information given in the sources can be one-sided and therefore the overall view will be dependent upon which sources have been viewed.</li> </ul> <p><b>Level 4 (9–11 marks)</b>  Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>The sources offer a mixed set of viewpoints.</li> <li>Some of the sources suggest that humanitarian concerns did play a significant role in causing the US government to intervene; Source A shows Uncle Sam reacting on humanitarian grounds to support the Cubans against Spanish misrule; Source D refers to concerns over the mistreatment of the Cuban people under Spanish rule and the news of the US to come to their rescue; Source G shows how newspaper reporting of Spanish misrule helped to persuade US public opinion in favour of intervention.</li> <li>Some of the sources suggest other factors were important; Source A highlights the influence of Yellow Journalism; Source B refers to the economic and commercial arguments that were put forward to help justify intervention; Source C looks at the importance of the explosion on board the <i>USS Maine</i> and how the US blamed Spain for this; Source F shows the influence of Yellow Journalism which kept up demands for intervention; Source G links Yellow Journalism with Spanish misrule.</li> <li>Many of the sources offer one-sided viewpoints such as Source A which portrays the US as a powerful force who will put a stop to the fighting; Source D is the justification of the President as to why the US needs to intervene; Source E is very anti-intervention and is the attitude of the Anti-Imperialist League.</li> </ul>	

Question	Answer	Marks
15	<p><b>Level 3 (6–8 marks)</b>            Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and / or evaluation; or            Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>Some of the sources suggest humanitarian concerns did play a big part; Source A shows Uncle Sam acting as protector of the Cuban people against the Spanish bully; Source D says the US needs to intervene to help the Cuban people against Spanish misrule; Source G shows how newspapers played the humanitarian card.</li> <li>Some of the sources highlight other factors as being important; Source B spells out economic reasons for spreading US influence overseas; Source C looks at the impact of the explosion on the <i>USS Maine</i>; Source F highlights the role played by Yellow Journalism.</li> <li>Many of the sources offer one-sided viewpoints such as (A), (D), and (E).</li> </ul> <p><b>Level 2 (3–5 marks)</b>            One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> <li>Some of the sources support the view that humanitarian concerns did play an important role in persuading the US government to intervene.</li> <li>Some of the sources suggest other reasons played a part in the decision-making process and helped to persuade.</li> </ul> <p><b>Level 1 (1–2 marks)</b>            Generalised comments with no / little support from the sources.</p> <ul style="list-style-type: none"> <li>The US got involved for many reasons.</li> <li>The US felt they needed to take action.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

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

Question	Answer	Marks
16	<p><b>Study Source A.</b>  <b>What can you learn from this source about popular entertainment during the 1920s? Explain your answer using details from the source and your knowledge.</b></p> <p><b>Level 4 (6 marks)</b>  Answers that demonstrate a developed understanding of source content / message, with good supporting knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b>  The source is a still from a movie. Movies were growing in popularity during the 1920s, originally silent, the 'talkie' movies appeared from 1927 onwards. Millions of Americans visited the cinema every week and entry prices were cheap, making it a very popular form of entertainment. This movie highlights the image of the 'Jazz Age' which was establishing itself in the 1920s. It shows a woman dancing on a piano and she is dressed in typical flapper style with a sleeveless, knee-high dress and high heel shoes, with a bob style haircut. The flapper lifestyle was particularly popular with younger women living in the cities where they had access to the jazz clubs and nightlife. In this scene the flapper is performing to a jazz band with musicians playing the piano, stringed and wind instruments. They are probably improvising the tune, a key feature of jazz. The image is one of a busy jazz bar with a young audience dressed in the flapper and dandy young man style. The people are enjoying themselves, and such scenes were common in the fashionable nightclubs and jazz bars that developed in US cities during the 1920s.</p> <p><i>Other relevant responses should also be credited.</i></p>	6

Question	Answer	Marks
16	<p><b>Level 3 (4–5 marks)</b>            Answers that develop the content / message of the source and demonstrate good understanding; may include some knowledge.</p> <ul style="list-style-type: none"> <li>• It is a scene from a 1920s movie which shows a flapper dancing on a piano.</li> <li>• The flapper is wearing a sleeveless, knee-high dress and is dancing to jazz music.</li> <li>• The musicians are probably part of a jazz band and they are playing a range of instruments.</li> <li>• The scene shows an active jazz club and such venues were becoming popular in US cities during the 1920s.</li> <li>• The scene is a good example of popular entertainment in this era.</li> </ul> <p><b>Level 2 (2–3 marks)</b>            Answers that select / describe details from the source with some supported development.</p> <ul style="list-style-type: none"> <li>• It is from a film, 'Dancing on the Piano'.</li> <li>• It shows a woman dancing with a band playing around her.</li> <li>• It suggests the people were having a good time.</li> <li>• It shows the Jazz Age.</li> </ul> <p><b>Level 1 (1 mark)</b>            Answers that offer a generalised comment with loose reference to the source.</p> <ul style="list-style-type: none"> <li>• It shows a lady dancing on a piano.</li> <li>• They are having a good time.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
17	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying the impact of the cinema upon American society during this period? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b></p> <p>Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source is very useful as it supports the view that a visit to the movies was a popular source of entertainment during the 1920s and 1930s. During the 1920s cinemas opened up in most small towns across the US, allowing people living in rural areas access to a 'moving picture'. As people at this time did not travel far, they did not know a great deal about life and society outside their locality, aside from what they read in newspapers or heard on the radio. Movies opened up a whole new world showing the latest fashions and trends, the life of the rich, different types of film such as love stories, crime drama and slapstick comedy. This source represents the view of a sixteen – year – old girl and this limits its usefulness as it is only representative of the viewpoint of a teenager living in the rural United States. It provides her with the urge to leave her small town and travel to explore the country. While the cinema did have a dramatic impact upon US society, becoming the most popular form of entertainment in the 1920s and 1930s, this source is rather narrow in its scope. Historians would need to consider other sources to help appreciate the depth of impact, such as looking at statistical data to show the spread of cinemas across the US, the number of people attending each week and the growth of the cult of the movie star and their influence. They could also look at the role played by the cinema in providing news and advertising.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
17	<p><b>Level 3 (5–6 marks)</b>            Answers that consider the utility and limitations of the source in terms of content and provenance.</p> <ul style="list-style-type: none"> <li>• It is useful because it is a view of a young girl who regularly went to the cinema in the 1920s.</li> <li>• She found the cinema to be an avenue of escape, where she could see how people lived outside her small-town environment, and what life was like in the cities.</li> <li>• Watching movies every week had a dramatic impact upon this young girl, providing her with the urge to leave her small town and travel to explore the world beyond her backyard.</li> <li>• The source is just the opinion of a teenager and is limited in what it tells us.</li> <li>• Historians would need to look at other evidence such as the growth and popularity of the movie business.</li> </ul> <p><b>Level 2 (2–4 marks)</b>            Answers that consider the utility or limitations of the source in terms of its content and / or provenance.</p> <ul style="list-style-type: none"> <li>• The source is useful because it is the opinion of a sixteen-year-old who regularly went to watch a movie.</li> <li>• It provides her with a view of the world beyond her locality.</li> <li>• It suggests that movies were popular and many went to the cinema to be entertained.</li> </ul> <p><b>Level 1 (1 mark)</b>            Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• Young people went to the cinema.</li> <li>• They went on a Friday night.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
18	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence of the views of those who opposed the changing lifestyles of women in the 1920s? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b></p> <p>Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The source represents the view of the Revd Hugh McMenamin, a Roman Catholic priest, who was very conservative in his view and would naturally be very critical of the emerging 'New Woman' lifestyle. The Revd complains that accepted standards of behaviour and lifestyle are now under constant attack through the influence of advertising in magazines and on the radio, role models in the movies causing many young women to want to follow suit, pressure from the nightclubs, speakeasies and Jazz venues, with its associated music and new dances such as the Charleston. These points are typical of criticisms of the 'New Woman', and so could be regarded as reliable.</p> <p>Changing economic conditions were also causing women to break away from the stereo role of housewife, mother, and home maker, encouraging women to seek out employment, earn money and become more independent. Revd McMenamin is reliable in providing a conservative view of the results of this trend. As a priest he viewed the emergence of the 'New Woman' lifestyle as a threat to established standards and morals which he felt he needed to uphold. This is a reliable statement of the views of conservative critics, whether Roman Catholic or Protestant.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
18	<p><b>Level 3 (5–6 marks)</b>            Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge.</p> <ul style="list-style-type: none"> <li>• The source is the view of a Roman Catholic priest who was critical of the changes that were taking place.</li> <li>• He feared the influence of such things as advertising, the movie industry and the emerging jazz culture were having on young women, causing many of them to follow this new modern lifestyle, which will serve to lower standards of what was acceptable.</li> <li>• He also criticises new economic trends, especially the desire of some women to go out and find a job and become more independent.</li> <li>• The source is reliable in presenting the view of a very conservative member of society, but it is very narrow in its focus and quite extreme in the viewpoint it holds.</li> </ul> <p><b>Level 2 (2–4 marks)</b>            Answers that consider the reliability of the source in terms of its content and / or provenance.</p> <ul style="list-style-type: none"> <li>• The source suggests that some Americans were not supportive of the changing lifestyles of women.</li> <li>• It says that standards were being lowered; women were rejecting the lifestyles of their mothers.</li> <li>• The reliability of the source can be questioned – it is the opinion of a Roman Catholic priest who would likely be critical of measures which lowered standards.</li> </ul> <p><b>Level 1 (1 mark)</b>            Answers that offer a generalised comment or paraphrase source content.</p> <ul style="list-style-type: none"> <li>• It says things had changed.</li> <li>• The author does not like what is going on.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
19	<p><b>Study Source D and E.</b></p> <p><b>Why do these sources differ in their attitudes towards the living standards of the American people during this period? Explain your answer using details from the sources <u>and</u> your knowledge</b></p> <p><b>Level 5 (9–10 marks)</b></p> <p>Answers which explain similarity / difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The two sources differ because they were written by two individuals who were wishing to highlight a particular point of view. Source D is from an election campaign leaflet designed to highlight the economic prosperity and improved living standards that have resulted from the policies followed by the previous two Republican presidents. It states that such policies have ensured that incomes for US workers have increased to enable them to buy many of the new electrical household appliances which were becoming fashionable in the 1920s such as the telephone, the radio, and indoor plumbing with hot and cold running water. Many new modern homes had been built, together with the appearance of the first skyscrapers in the cities. People were now prosperous and could even afford to buy a car. This image of improved living standards for all is not portrayed in Source E which casts doubt upon Republican claims. The author of Source E, Doris Fleischman, claims that the view portrayed in magazines that women are able to buy labour saving devices such as the vacuum cleaner and the washing machine presents a false picture. This was not true, particularly in the rural communities where farmers had not prospered during the 1920s and many were struggling financially. Only a small percentage of farms had access to such luxuries or even the income to afford them. The two sources represent very contrasting views. Source D is a message delivered as part of an election campaign to get Herbert Hoover elected as the next Republican president. It is very one-sided in its view, deliberately so as it aims to convince voters that Republican rule will bring continued economic prosperity and improved living standards. Source E, on the other hand, is the view of a feminist writer and author, who adopts a more considered view. She has carried out research for a book she contributed to, which confirms that only a small percentage of the population has actually been able to purchase the new electrical household appliances or even have access to plumbing inside their homes. For many, especially farmers, living standards had not improved. The author is attempting to highlight the actual picture, albeit from a feminist perspective whereas Source D is designed to sell the desired picture. The Sources differ because the target audience is different. Source D is aimed mainly at men – despite women having the vote (working man's dinner plate and his gasoline tank), while Source E is about women's lives (lighten the chores of women in the home).</p> <p><i>Other relevant responses should also be credited.</i></p>	10

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
19	<p><b>Level 4 (7–8 marks)</b>      Answers explain points of similarity / difference based on content and provenance with some knowledge.</p> <ul style="list-style-type: none"> <li>Source D is from an election campaign leaflet for the Republican candidate so it will be saying positive things about improved living standards. It says that under Republican policies peoples' incomes have increased, with many people now having a telephone, radio, and indoor plumbing. Many now own a car.</li> <li>Source E is in sharp contrast and paints a very different picture in which the female author says that only a small percentage of the middle class have been able to buy labour saving appliances such as vacuum cleaners and washing machines. Only a small percentage of those living on farms have access to such luxuries.</li> <li>Source D was produced to persuade voters to elect Hoover as the next Republican president; it is deliberately presenting a very positive picture of improved living standards for all, with many able to buy the new household appliances. This contrasts with Source E which takes a more balanced view, using statistical data to disprove the claims made in Source D, stating that not many women were able to afford such appliances, especially so in the farming community. It was written by a feminist activist who wanted to show that many women's lives were still governed by the drudgery of housework.</li> </ul>	

Question	Answer	Marks
19	<p><b>Level 3 (5–6 marks)</b>            Answers identify points of similarity / difference based on content and provenance.</p> <ul style="list-style-type: none"> <li>Source D is the view of the Republican Party, proud of its achievement in improving the lifestyle of ordinary Americans.</li> <li>Source E is the view of a feminist activist who desired to show the unequal nature of wealth, saying that only a small percentage of families could afford the new household appliances.</li> <li>The sources hold opposite viewpoints – one from the Republican Party eager to brag about improved living standards, the other from a feminist writer eager to highlight the poverty that existed.</li> </ul> <p><b>Level 2 (3–4 marks)</b>            Answers identify points of similarity / difference based on content or provenance.</p> <ul style="list-style-type: none"> <li>Source D is the view of the Republican Party which wants voters to think that standards of living have improved.</li> <li>Source E is the view of a feminist who says that for many standards of living have not improved.</li> <li>The sources are very different in their attitudes.</li> </ul> <p><b>Level 1 (1–2 marks)</b>            Answer which offers generalised comments with limited reference to sources.</p> <ul style="list-style-type: none"> <li>Life had got better.</li> <li>There were lots of changes.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
20	<p><b>Study all the sources.</b>  <b>'All Americans experienced significant change in their lifestyles during this period.' To what extent do you agree? Explain your answer using details from all the Sources <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b>  Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <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> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis  Yes = A, B, C, D, F, G.  No = B, C, E, G.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of authorship – detects bias and the reasons for it.</li> <li>• Formulates a reasoned conclusion – many of the sources confirm that life in both the rural and urban United States experienced significant change. Source A displays a typical scene of the 'Jazz Age' showing flappers, jazz bands, partying, new fashions and dances which were common in the cities; Source B shows that cinemas had opened in even small towns allowing rural folk the opportunity to witness life beyond their back yard; Source C identifies a range of factors which contributed to change such as the influence of movies, magazines and advertising, night clubs, flappers and the 'New Woman'; Source D refers to the improved lifestyles that developed under the previous Republican presidencies of Harding and Coolidge, while Source F demonstrates images of an affluent society with its new cars, new fashions and ideal rural scene. G states that the rural minority were unable to prevent the slide into a 'permissive society'. However, such changes did not affect the rural and urban United States equally. Source B confirms that across the rural US, life in small towns did not change that much and people went to the cinema to see what had changed elsewhere; Source E confirms that only a small percentage of the population were able to afford to buy the new household appliances or adopt the latest fashions; Source C shows that many in the rural US were resistant to such change and wanted to keep things as they were. Source G states that life in the cities was changing fast with the birth of the Jazz Age with its jazz bands, new dances, new fashions, the 'New Woman' – flappers, which were in sharp contrast to the rural US where society was more conservative and traditional in nature; while the rural US attempted to resist it was unable to stop the tide of change in all areas. The sources therefore reflect views to support and challenge the hypothesis.</li> </ul>	

Question	Answer	Marks
20	<p><b>Level 5 (12–14 marks)</b>  Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>More developed discussion of L4 content, knowledge and evaluation.</li> <li>Formulates a conclusion – the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed.</li> </ul> <p><b>Level 4 (9–11 marks)</b>  Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>The sources offer a mixed set of viewpoints.</li> <li>Many of the sources suggest there was significant change; this period saw the growth and development of the 'Jazz Age' with the appearance of new music, new dances, new fashions, night club culture (Source A); the cinema helped promote the desire for change (Source B); the influence of advertising and new trends furthered the desire for change (Source C); economic prosperity under Republican rule helped ordinary Americans to afford the changes (Source D), with advertising helping to create the image of an ideal lifestyle (Source F).</li> <li>Some of the sources show that not all Americans experienced such changes; across the rural US the pace of change was slow (Source B), the cinema helping to highlight the gap between small town and city life; the economic prosperity of the 1920s had not been experienced by all sections of society, especially the farming community (Source E); the rural US was conservative and was resistant to change (Source C), and there was a significant gap in lifestyle between small town and city life, with the latter experiencing the key features of the Jazz Age (Source G).</li> <li>Some of the sources offer one-sided viewpoints such as (C) the view of a conservative Catholic priest; (D) a political campaign message; (E) a feminist author and (F) an advert showing the ideal affluent lifestyle</li> </ul>	

Question	Answer	Marks
20	<p><b>Level 3 (6–8 marks)</b>            Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and / or evaluation;  <b>or</b>            Weak two-sided response supporting and rejecting the statement based on source content.</p> <ul style="list-style-type: none"> <li>Some of the sources show that change had occurred; the Jazz Age culture of new music, dancing and partying (Source A); the influence of the cinema (Sources B and C); economic prosperity due to Republican policies (Source D) and the influence of advertising (Source F).</li> <li>Some of the sources suggest that change was limited, especially to life in the cities (Source G) with its flapper, Jazz Age lifestyle, and the conservative rural small-town communities resistant to change (Sources B &amp; C); many in the farming community experienced economic hardship (Source E); the rural US was attempting to resist the changes (Source G).</li> <li>Many of the sources offer one-sided viewpoints such as C, D, E and F.</li> </ul> <p><b>Level 2 (3–5 marks)</b>            One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> <li>Some sources confirm that life in both the rural and urban US experienced change due to the development of the Jazz Age.</li> <li>Some sources show that not all parts of the US experienced the same changes, especially in the rural areas.</li> </ul> <p><b>Level 1 (1–2 marks)</b>            Generalised comments with no/little support from the sources.</p> <ul style="list-style-type: none"> <li>Some areas did see change.</li> <li>Some areas did not.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	