

# Cambridge IGCSE™

---

**AMERICAN HISTORY (US)****0409/02**

Paper 2 Depth Study

**May/June 2025**

MARK SCHEME

Maximum Mark: 45

---

Published

---

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

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

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

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

---

This document consists of **49** 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 descriptions 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.

**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

Annotation	Meaning
	Unclear response or information
	Information or part of the explanation is missing
	Counterargument given
	Development of an idea
	Justification
	Knowledge
	Attempts evaluation
	Narrative
	Resource
	etc. Marking level achieved
	Not answered question
	Repetition
Highlighter	Identifies part of the response

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

Question	Answer	Marks
1	<p><b>Study Source A.</b></p> <p><b>What can you learn from this source about westward expansion? 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 source has the title 'The March of Destiny' which links to the belief in Manifest Destiny, the idea that it was God's wish for Americans to travel west, settling the land and bringing with them civilization. This view was very popular during the second half of the nineteenth century which was when this print was produced, and it helps to provide an explanation for westward expansion. In the top left-hand corner, a small circle depicts a group of pioneer settlers exploring a suitable route west across the wilderness. From the main scene we learn they crossed the Great Plains after which they faced the mountains (the Rockies). We learn that the route crossed the traditional hunting grounds of the Native Americans who can be seen camped next to a herd of buffalo. The scene in the bottom right indicates their destination was California and the two men shown depict the gold to be found there which explains the motive of many in going west.</p> <p>The book title <i>Conquering the Wilderness</i> suggests that people were travelling west because the land was untamed and was there to be taken.</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>• The label 'March of Destiny' appears to link to the idea of Manifest Destiny.</li> <li>• Early pioneer settlers are exploring a route west.</li> <li>• Wagon trains carrying settlers are crossing the Great Plains.</li> <li>• They are crossing the hunting grounds of the Native Americans.</li> <li>• In the distance are the Rocky Mountains which they will need to cross to get to the east coast.</li> <li>• Men travelled west to dig and pan for gold on the coast.</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>• Hundreds of settlers are making the journey west in long lines of wagon trains.</li> <li>• They are crossing the Great Plains.</li> <li>• Some will go on to cross the mountains shown in the distance.</li> <li>• Some are going on to search for gold.</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>• Lots of people are on the move.</li> <li>• There are many wagons in a long line.</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 settlement of Salt Lake City? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The account is useful because it illustrates the methods being used to attract settlers to the new settlement of Salt Lake. It is a direct appeal to fellow Mormons for labourers, farmers, tradesmen and those experienced in the cotton and woollen industries, to leave their life in the Mid-West and East and migrate west to help to establish the new Mormon settlement of Salt Lake. It is also useful because it is an appeal made by Brigham Young, the leader of the Mormons, and his Second Grand Epistle speech would have been circulated within all Mormon settlements in the East. During 1846–47 Young led the Mormons from their settlement at Nauvoo, where they had been persecuted, across the Plains and Rocky Mountains to establish a new settlement on the edge of Salt Lake. Young delivered this speech two years later in 1849 when the settlement at Salt Lake was still in its early stages of development. It is a useful source to show how the Mormons were encouraged by their leader to move out west and settle at Salt Lake, and how Young was attempting to increase the population of this new settlement.</p> <p>However, it is not useful as it does not show historians that Salt Lake City was originally settled by Mormons in 1847 rather than 1849, or that the California Gold Rush helped escalate the settlement as people came looking for their fortune. This benefitted the economy (as gold-diggers needed services) and changed the balance of the population as non-Mormons were attracted as well as Mormons. It also does not show how there was no private ownership of land and how the church assigned people land according to their needs. The 'epistle' is an appeal and does not indicate the response of fellow Mormons, in Salt Lake City or elsewhere, and it tells us who they needed rather than who came.</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 is an appeal for fellow Mormons, especially for those with skills in farming, trades, and skills at working in the cotton and woollen industries, to migrate west to the new settlement at Salt Lake.</li> <li>• It was a speech made by Brigham Young, the leader of the Mormons.</li> <li>• It was made in 1849, two years after the Mormons had set up their new settlement on the edge of Salt Lake.</li> <li>• It is useful in showing how the settlement at Salt Lake developed after 1847, with fellow Mormons being encouraged by their leader to make the trek out west.</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 is an appeal made by the leader of the Mormons for fellow Mormons to move out west to Salt Lake.</li> <li>• The leader is appealing for people with trade skills to migrate to Salt Lake.</li> <li>• It was written in 1849 at a time when the settlement at Salt Lake was just beginning to grow.</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>• The people want help.</li> <li>• They need more people.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
3	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence of the effectiveness of the Homestead Act of 1862? Explain your answer using details from the sources <u>and</u> your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The account is from an editorial written by Horace Greeley in July 1865. He was the editor of the <i>New York Daily Tribune</i> newspaper, and he appears to believe that the Homestead Act of 1862 offers many benefits and is a good piece of legislation.</p> <p>This source is reliable since it sums up the main aspects of the Homestead Act. It might plausibly be described as 'generous' as 'land is open to all'. This is true since the Act, which was passed in 1862, meant that people would be given 160 acres of land for free as long as they cultivated it for at least 5 years. Greeley's comments were written three years after the Act was introduced allowing him time to assess its impact. I also think it is reliable because it does recognise that life for these settlers was full of 'hardships' which is true as the homesteaders suffered from problems such as isolation, which is mentioned in the source where it says 'distance from markets.'</p> <p>However, it is unreliable in claiming that the Act helped even 'the poorest citizen' since there were 'start-up' costs which meant farming would not necessarily support a family initially and 160 acres was not sufficient. Also, it is doubtful if Greeley knew about making a success of farming in the west as he lived in New York and had only lived in the east. In addition, Greeley was a supporter of westward expansion and was likely to exaggerate the benefits of the Act to encourage others to move west.</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 is the view of a newspaper editor, Horace Greeley, writing for the <i>New York Daily Tribune</i>.</li> <li>• He believes the Homestead Act to be very effective as it provides even the poorest citizen with the opportunity to acquire land and set up a farm.</li> <li>• He says that it will prove difficult at the start, but through hard work successful farmsteads can be set up.</li> <li>• He was writing these comments in 1865 and so was able to see how the Act had operated since it was launched in 1862.</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 is the view of a newspaper editor writing in July 1865.</li> <li>• He believes the Homestead Act had a good deal to offer settlers, allowing even the poorest the chance to obtain a piece of land to farm.</li> <li>• He believes the Act to be effective.</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>• The Homestead Act was important.</li> <li>• It offered good things.</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 differ in their views of the California Gold Rush? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The sources are dated within a year of each other, yet they hold very contrasting views of the California Gold Rush. <b>Source D</b> is a report from an Eastern newspaper, <i>The Hartford Courant</i>, from December 1848 which describes the major impact of the discovery of gold in California earlier that year (January). It talks about California being one vast gold field, with gold lumps being found lying on the surface. Such exaggeration was perhaps intended to sensationalise the situation. However, it is true that people from all walks of life rushed to a previously 'desert country' all hoping to 'fill their pockets with gold.' The source was written in 1848 when the gold had first been discovered, and before people realised there was very little chance of success.</p> <p><b>Source E</b>, however, states that the claims of <b>Source D</b> are the 'most extravagant lies imaginable' as he is a prospector who had gone out there and realised that they had to do very hard work for around \$3 a day. The letter was written in 1849 after over 5000 people had died on the journey due to cholera. Many prospectors experienced a life of hardship and poverty, living with the hope they might one-day strike lucky and a large source of gold. <b>Source E</b> talks about the reality of life for prospectors in California. It was written by a person who had seen many prospectors disappointed and is therefore very negative in its attitude. <b>Source D</b> on the other hand, is an exaggerated account by a newspaper eager to paint a dramatic picture and not strictly accurate in its observations. The circumstances under which both accounts were written help to explain why they portray contrasting accounts: <b>Source D</b> is stating the belief that people had, whereas <b>Source E</b> explains the reality.</p> <p>Other relevant responses should also be credited.</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>• <b>Source D</b> is a dramatic account of the discovery of gold in California published in an eastern newspaper in December 1848; it suggests that gold could be found easily, helping to cause a flood of prospectors to travel west to California in the belief they could get rich quickly.</li> <li>• <b>Source E</b> is an account written by a gold prospector who was writing to his brother living in the east; he comments that life for the prospectors was very hard, and in the vast majority of cases they failed to find gold; most lived in poverty but continued in the hope they might strike lucky.</li> <li>• The sources reflect contrasting viewpoints; <b>Source D</b> is a newspaper account carrying a dramatic headline of easy wealth to be made in California; it is very exaggerated in its claims of finding gold; <b>Source E</b> is more realistic in its account and is written by a prospector who had struggled to find gold and states that this was true for most prospectors.</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>• <b>Source D</b> comments that gold can easily be found, large lumps can be picked up causing many people to become rich.</li> <li>• <b>Source E</b> comments that relatively few prospectors have found much gold, most were unlucky in their search and lived a life of hardship.</li> <li>• The sources provide differing viewpoints, one positive, one negative, with the reasons why they think this.</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>• <b>Source D</b> says that gold is easy to find in California and it is easy to make a fortune.</li> <li>• <b>Source E</b> says that only a small number of prospectors strike lucky and find gold.</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 different things.</li> <li>• Gold has been found.</li> </ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
5	<p><b>Study all the sources (A, B, C, D, E, F, and G).</b></p> <p><b>“The discovery of gold in California was the major cause of people migrating west.” To what extent do you agree? Explain your answer using details from all the sources and your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the argument Yes = Sources A, D, E, G. No = Sources A, B, C, D, F.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of sources on the basis of typicality, reliability and purpose.</li> <li>• Formulates a reasoned conclusion – the discovery of gold in California was a major cause of people migrating west, especially during the late 1840s and early 1850s. <b>Source A</b> does show gold mining as one of the reasons people migrated West illustrated in the circle marked ‘California’. <b>Source D</b> shows how the ‘Gold Fever’ pushed people west as it comments upon the mass migration of prospectors heading there to strike it lucky, find gold and become rich. Guidebooks were telling people in the East that miners could make \$1000 a day, and about 80 000 people entered California in one year. <b>Source E</b> confirms that many did trek west, but it was in a false belief that gold could be easily found. The gold mines were a major cause of the migration although miners were often unsuccessful. <b>Source G</b> comments on how the population of San Francisco jumped from 429 to more than 25 000 people in the year following the discovery of gold; it ‘changed the destiny’ of the West, and this level of growth was a direct result of the Gold Rush, which led to California soon becoming the 31st State.</li> <li>• <b>Source A</b> mostly shows the popular idea of ‘Manifest Destiny’, as people genuinely believed that it was God’s will for people to migrate west, dominate the whole continent and spread their values and government. <b>Source B</b> shows that westward expansion happened before the discovery of gold in California. It comments upon the new Mormon settlement that had been established at Salt Lake, the Mormons having migrated there to avoid the persecution experienced in the East and encouraging other Mormons to follow. <b>Source C</b> outlines the details of the Homestead Act. The promise of free land was a major cause of people moving west. 10% of all the land in the US was given out which encouraged huge migration west. <b>Source F</b> demonstrates how people were encouraged to move to Kansas because land and homes were cheaper than in the East. The Desert Land Act gave settlers the right to buy land cheaply, and millions of people moved west because of this and the Homestead Act. Another factor could also be the development of transcontinental railroads which made it easier to travel. The sources 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>  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 Level 4 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 outline a variety of factors that helped to encourage migration west.</li> <li>Some of the sources confirm that the discovery of gold was a major factor, particularly during the late 1840s. <b>Source D</b> talks about 'Gold Fever' and the mass migration of prospectors into the California region. <b>Source E</b> confirms that many had migrated in the hope of striking lucky and finding gold but for many this did not prove to be the case. <b>Source A</b> depicts gold prospectors on the California coast. <b>Source G</b> describes the dramatic increase in the population of San Francisco, due to the discovery of gold: it also explains how the rapid growth in population caused California to become the 31st state.</li> <li>Some sources suggest other factors also played a part in encouraging migration west. <b>Source A</b> links to the belief in 'Manifest Destiny', following God's will to push west; <b>Source B</b> comments upon the new Mormon settlement at Salt Lake and the encouragement of other Mormons to follow; <b>Source C</b> outlines the benefits of the Homestead Act and how this attracted settlers through the offer of free land; <b>Source F</b> advertises the work of the Homestead Association and its attempt to attract settlers to Kansas.</li> <li>Can refer to other factors which had an impact such as the offer of land by railway companies and other government legislation such as the Desert Land Act 1877 and the Timber and Stone Act 1878.</li> <li>Some of the sources offer one-sided viewpoints such as <b>Source A</b> which glamorises the journey west; <b>Source C</b>, a newspaper report, which implies that the land is available to everyone; <b>Source D</b> greatly exaggerates the likelihood of finding gold in California.</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;  <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 confirm that the discovery of gold was a major factor; <b>Source D</b> talks about 'Gold Fever' taking over California; <b>Source E</b> states that while many made the journey to California many prospectors did not find much gold; <b>Source G</b> describes the sharp rise in population of San Francisco and the California region due to the discovery of gold.</li> <li>Some sources suggest other features were important; <b>Source A</b> focuses upon the belief in 'Manifest Destiny' as a factor; <b>Source B</b> describes the new Mormon settlement at Salt Lake and the attempt to attract other Mormons to follow; <b>Source C</b> looks at the attraction of the Homestead Act in encouraging settlers to migrate.</li> <li>Many of the sources offer one-sided viewpoints: <b>(A), (C) and (D)</b>.</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 confirm that the discovery of gold was a major factor encouraging migration west.</li> <li>Some of the sources focus on other factors which encouraged migration west, such as the offer of land by the government.</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>Many people wanted gold.</li> <li>The people travelled for different reasons.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

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

Question	Answer	Marks
6	<p><b>Study Source A.</b></p> <p><b>What can you learn from this source about women's suffrage in the late 1880s? 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><b>Source A</b> shows women voting in elections held in Cheyenne in Wyoming in November 1888. This shows that Wyoming allowed women to vote long before most of America did, as the 19th Amendment was not ratified until August 1920. The Territory of Wyoming was the first part of the US to give women the vote in December 1859, then Utah in 1870.</p> <p>Women are shown lining up outside a polling booth waiting their turn to each cast their vote. The women look to be from the middle and upper classes as they are dressed in smart clothes, and it was women from these classes that drove the suffrage movement. The women appear to be having discussions, which suggests that there is a huge interest in politics from women. A man is also shown standing, watching the line of women waiting to vote, and there is no indication of any opposition to the women exercising their right to vote.</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 us that women in some parts of the USA were able to vote by the late 1880s.</li> <li>• It shows women standing in line waiting for their turn to cast a vote.</li> <li>• This was taking place at an election held at Cheyenne in Wyoming in November 1888.</li> <li>• The women are smartly dressed and look to be middle and upper class.</li> <li>• Wyoming was one of the first areas of the USA to grant women the vote.</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 women voting in an election.</li><li>• They are standing in line waiting for their turn to vote.</li><li>• This took place at Cheyenne in 1888.</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 woman handing over a piece of paper.</li><li>• It shows a line of women standing outside an open window.</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 success of the state-by-state campaign for women's suffrage organised by the American Woman Suffrage Association (AWSA)? Explain your answer using details from the source and your knowledge.</b></p> <p><b>Level 4 (7 marks)</b> Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p><b>Source B</b> is useful as it reports on a vote about to be held in Nebraska in 1882 about the issue of female suffrage. It suggests there is little hope of victory, the Republicans have now said they would not support the cause, and it would seem there was less prospect of success in Nebraska than there had been in Kansas. The source therefore shows that the success of the AWSA varied from state-to-state. In Kansas in 1869 a women's suffrage convention was held, and women gained municipal voting rights in 1885. However, the success of AWSA in Nebraska was very limited until 1917.</p> <p>The source is also useful because it is a private letter written by Henry Browne Blackwell, who was one of the leading members of AWSA and husband of the organisation's President, Lucy Stone. Blackwell is writing in confidence to his daughter Alice Stone Blackwell, who was the editor of the AWSA newspaper, the '<i>Woman's Journal</i>'. He is expressing the reality of the situation, wanting to keep this secret to maintain morale. As it is a private letter, he would have no reason to lie or embellish and so we can trust that the successes of the AWSA did vary state-to-state.</p> <p>The source provides first-hand evidence about the reality in Nebraska. It shows how the AWSA was fighting its campaign state-by-state by pressing for debate and voting on an individual state basis, and how it was difficult for the AWSA to achieve success at state level which makes it a useful source to the historian. However, its usefulness is limited as it only refers to Nebraska and Kansas and does not look at what is happening elsewhere in other states. It is also less useful because while it shows that in 1882 the AWSA were struggling to be successful in Nebraska, it does not tell us that Nebraska passed the Limited Suffrage Act in 1917 which allowed women to vote, which was only five years behind Kansas and two years before many other states.</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 reports upon the possible outcome of a vote upon female suffrage in Nebraska in 1882, and that it was highly unlikely that there would be support for a vote in favour of female suffrage as both parties had avoided discussion upon the topic.</li> <li>• It says that the AWSA must prepare for defeat, but should keep this view a secret to keep up morale.</li> <li>• The source is the view of Henry Blackwell, a leading figure in AWSA, which makes it useful.</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 the vote in Nebraska is not going to be in favour of female suffrage.</li> <li>• Both parties have avoided talking about the issue.</li> <li>• The source is the view of Henry Blackwell who was a member of the AWSA.</li> </ul> <p><b>Level 1 (1 mark)</b>            Answer that offers a generalised comment or paraphrases source content.</p> <ul style="list-style-type: none"> <li>• It says they were not going to win.</li> <li>• There is no real hope.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
8	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence of the depth of support for the suffrage cause in the 1880s? 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></p> <p>The source is reliable as it reports the outcome of a poll in the 1880s which indicated considerable support for female suffrage. It gives detailed figures that show professional women in Massachusetts, in this case teachers, favoured having the vote 9 to 1. Support was very deep in Massachusetts, as from 1879 a lot of progress was made with allowing women to vote for school committees, and so there was support for women's suffrage which suggests the source is reliable. The women had to swear before a Justice of the Peace, which suggests the figures would not be falsified which increases the source's reliability.</p> <p>However, Harriet Shattuck was a leading suffragist in Massachusetts and her motivation was to convince the Senate Committee of the popularity of female suffrage. The poll is only of 'respectable and responsible women'. Educated women were more likely to support female suffrage so it is not reliable of opinions, overall. Also, the poll is limited to the views of women only. It is also not reliable as the conclusion of 9 to 1 being in favour of female suffrage is not completely accurate as it ignores that 160 refused to sign and 39 were not seen. The author has assumed those 199 were in favour of female suffrage, but that is not necessarily the case. Neither do we know how many teachers were asked in total.</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 is reliable as it is the result of a poll which suggested that there was much support among female teachers for granting the vote to women.</li> <li>• It details the outcome of a poll held in several venues across Massachusetts.</li> <li>• The outcome provides statistical data indicating strong support – 405 votes in favour out of 814, and only 44 against.</li> <li>• The information is reliable as it was evidence provided to the Senate Committee on Woman Suffrage.</li> <li>• The women who conducted the poll were said to be respectable and responsible women.</li> <li>• It details the outcome of a poll which makes it reliable evidence.</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 states that many female teachers in Massachusetts wanted women to be granted the right to vote.</li> <li>• The majority of teachers polled were in favour.</li> <li>• It was evidence given before a committee which makes it reliable.</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>• Teachers were asked questions.</li> <li>• A vote was held.</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 opinion of the right of women to obtain the vote? Explain your answer using details from the source <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p><b>Sources D and E</b> differ in their opinion of the right of women to obtain the vote, because <b>Source D</b> is an article written by a man opposed to female suffrage whereas <b>Source E</b> is a direct response by someone opposed to the views expressed in <b>Source D</b>. <b>Source D</b> appeared in a mainstream newspaper critical of votes for women whereas <b>Source E</b> appeared in the leading women's rights newspaper. The principle aim of the NWSA was to obtain the vote for all women.</p> <p><b>Source D</b> is very negative in its opinion and is not in favour of the campaign. The article strongly believes that women should concentrate upon family life that involved being an attentive wife, good mother and organising the home. It is very critical of those women who concentrate upon fashion and the desire to obtain the vote and finds it difficult to believe that these women would prefer the luxury of casting a vote to that of nursing their children. <b>Source E</b> defends the right of women to campaign for the vote and dismisses the arguments put forward in <b>Source D</b>, arguing that women are good at balancing home-management with active campaigning.</p> <p>The sources differ because Miles O'Reilly is part of the anti-suffrage movement who did not want women to get the vote, and the idea that women should concentrate on the domestic sphere was a popular argument at that time against female suffrage. In contrast, the writer in <b>Source E</b> is pro-suffrage and argues that many of the suffrage activists were 'married and nearly all have large families', countering Miles O'Reilly's arguments.</p> <p>There was a large anti-suffrage movement in New York in 1868, and their opinions clashed with suffragists particularly after the fourteenth amendment was ratified the same year which classified voters explicitly as 'male'. For that reason, <b>Sources D and E</b> differ in opinion because one is trying to turn people against women obtaining the vote, whereas the other is trying to show how women can still follow traditional women's roles whilst also being able to vote.</p> <p>The two sources therefore represent the two stereotypical sides to the argument over whether women should be granted the right to vote.</p> <p><i>Other relevant responses should also be credited.</i></p>	10

Question	Answer	Marks
9	<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>• <b>Source D</b> represents the viewpoint of those sections of US society who were opposed to the granting of female suffrage; it is critical of those women who concentrate upon fashion and campaigning work, thereby neglecting family life; it believes they should concentrate their efforts upon being good wives, mothers and organisers of the home.</li> <li>• <b>Source E</b> challenges the opinions expressed by the author of <b>Source D</b>; it says that women can be well-educated, be good wives and mothers and still play an active role in charity work and in campaigning for the right to vote.</li> <li>• <b>Source D</b> represents the arguments put forward by those who thought women should not be granted the right to vote, whereas <b>Source E</b> is pro-suffrage and can follow traditional roles as well.</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>• <b>Source D</b> believes women should not be campaigning to obtain the right to vote but should be focusing upon their role of being a good wife, mother and homemaker.</li> <li>• <b>Source E</b> believes that women had the right to campaign and this did not stop them from being good wives and mothers; they could do both.</li> </ul> <p>The sources have opposite standpoints because they outline the two sides to the debate over whether women should be given the right to vote.</p> <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>• <b>Source D</b> believes that women should not be campaigning for the vote and should concentrate upon life at home.</li> <li>• <b>Source E</b> believes that women can do both, being good wives and mothers as well as campaigning.</li> <li>• The two sources have opposing viewpoints about campaigning for the vote.</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.</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 (A, B, C, D, E, F, and G).</b></p> <p><b>“The movement for women’s suffrage faced considerable opposition and made little progress between 1866 and 1890.” To what extent do you agree? Explain your answer using details from <u>all the Sources</u> <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis Yes = B, D, G. No = A, C, E, F.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of sources on the basis of typicality, reliability and purpose.</li> <li>• Formulates a reasoned conclusion – several sources suggest that there was considerable opposition and little progress was made between 1866 and 1890. <b>Source D</b> shows a widespread opinion that campaigning distracts women away from their role of wife and mother, it was published in a leading newspaper and is very anti-suffrage. There was a lot of opposition to female suffrage and in 1870 the Anti-Suffrage Party was founded. <b>Source G</b> shows that while there was a lot of support for women’s rights by the late 1880s, actual progress for women’s suffrage was very limited and only two states had fully allowed women the vote – Wyoming and Utah. There were two rival women’s organisations – the NWSA and AWSA – each following a different approach in their campaign but neither route was proving successful. <b>Source B</b> is the view of Henry Blackwell, a leading campaigner for female suffrage within the AWSA, and shows how even within the organisation they didn’t think there was progress in 1882 and that politicians were actually ignoring the movement. This shows how progress overall was very limited, and the fact that states could make their own decisions limited the success of the movement.</li> <li>• However, some of the sources suggest progress had been made in some areas. <b>Source A</b> shows women exercising their right to vote in Cheyenne in Wyoming in November 1888; this was 19 years after the Territory of Wyoming had first granted female suffrage in 1869 and showed that progress had been made in extending the vote in some parts of the USA. The evidence in <b>Source C</b>, presented to the US Senate Committee, revealed a majority of women in favour of female suffrage. <b>Source E</b> demonstrates that there was support for women’s suffrage from women who carried out ‘traditional’ roles. <b>Source F</b> shows that women in Utah in 1870 were allowed to vote in any election, which also shows that women’s suffrage made a lot of progress in some parts of the US. Also, in 1890 the NWSA and AWSA merged to form a new joint movement, the NAWSA, joining to fight a common cause. Even though the 19<sup>th</sup> Amendment wasn’t until 1919, there was still progress, including the 1875 Declaration of Rights for Women and in many states women had won the right to vote in municipal elections and campaign to Senate. The sources reflect views to support and challenge the hypothesis.</li> </ul>	15

Question	Answer	Marks
10	<ul style="list-style-type: none"> <li>The answer has a supported and developed overall judgement.</li> </ul> <p><b>Level 5 (12–14 marks)</b> Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> <li>More developed discussion of L4 content, knowledge and evaluation.</li> <li>Formulates a conclusion – the information given in the sources is one-sided and does not provide the big picture; therefore the overall judgement will be dependent upon which sources will have been viewed.</li> </ul> <p><b>Level 4 (9–11 marks)</b> Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation.</p> <ul style="list-style-type: none"> <li>The sources offer a mixed set of viewpoints.</li> <li>Some of the sources suggest that there was considerable opposition and little progress had been made. <b>Source B</b> suggests that the vote to grant female suffrage in Nebraska in 1882 was unlikely to be successful. <b>Source D</b> shows the stereotypical view that a woman's place was in the home not political campaigning. <b>Source G</b> records that by 1890 little progress had been made and there were rival women's organisations following different methods of campaigning, all of which were not proving to be very successful.</li> <li>Some of the sources suggest that some progress had been made and support was strong in some areas. <b>Source A</b> shows that women were voting in Wyoming in 1888 and <b>Source C</b> suggests that polls among teachers in areas in Massachusetts showed a majority in favour of granting female suffrage. <b>Source E</b> shows that many women got involved in the campaign for female suffrage and were able to balance family life with their campaigning while <b>Source F</b> records that the Territory of Utah granted women the vote in 1870.</li> </ul> <p>Some of the sources offer one-sided viewpoints; Source D represents the typical arguments put forward by those who opposed female suffrage; Source E represents the arguments put forward by pro-suffragists.</p>	

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 suggest little progress had been made; <b>Source B</b> records that Nebraska was unlikely to vote for female suffrage in 1882; <b>Source D</b> shows the arguments used to say why women should not be granted the vote, views which were quite widespread; <b>Source G</b> shows that only two states had granted women the vote by 1890.</li> <li>Some of the sources suggest that there had been some progress and there was growing support. <b>Sources A and F</b> shows how women in the Territories of Wyoming and Utah had been granted the vote before 1890; <b>Source C</b> shows that teachers in Massachusetts were supportive of female suffrage; <b>Source E</b> shows how women could be good wives, mothers and campaigners.</li> <li>Some of the sources offer one-sided viewpoints – <b>(D)</b> and <b>(E)</b>.</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 there was opposition to granting women the vote and little progress had been made by 1890; most states still resisted granting women the right to vote; there were strong arguments as to why they should not be allowed to vote.</li> <li>Some of the sources suggest that progress had been made and support was growing; some areas of the USA had granted women the vote and many women had joined the campaign to secure female suffrage.</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>Support for women's suffrage was not strong.</li> <li>They faced opposition.</li> </ul> <p><b>Level 0 (0 marks)</b>  No valid response.</p>	

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

Question	Answer	Marks
11	<p><b>Study Source A.</b></p> <p><b>What is the message of this source? Explain your answer using details from the source 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 main message of the source is that the USA is using excessive force to exclude European influence from the Caribbean while justifying their actions as protecting the peoples of the islands.</p> <p>It shows President Roosevelt standing proudly at the front of a US warship, with his arms resting on a large gun which is pointing at a man representing Europe. The source also has the phrase 'Hands off!' at the bottom, again indicating that Roosevelt is prepared to use military force.</p> <p>This source represents the beginning of Roosevelt's 'Big Stick' diplomacy. The President is warning off European countries from any involvement in Central America, in this case the Dominican Republic. The warship is anchored off the shore of the Dominican Republic, whose capital is Santo Domingo. There is a label at the end of the gun which reads 'Monroe Doctrine'. In 1904 Roosevelt introduced his Corollary to the Monroe Doctrine in which he announced that the USA would now use armed intervention in Central America to support countries which faced financial and/or political collapse and especially to prevent European intervention.</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 US using its military power in the seas off Central America.</li> <li>• President Roosevelt is depicted using the threat of military force to warn off European powers from any involvement in this region.</li> <li>• It shows US support for the Dominican Republic.</li> <li>• It is dated 1904 and illustrates the 'Big Stick' policy of Roosevelt.</li> <li>• The source shows active US involvement with countries in Central America.</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 source shows a US warship anchored off the shore of an island which is labelled Santo Domingo.</li> <li>• It shows the US is prepared to use force to protect the countries of Central America.</li> <li>• The President is shown giving a warning to Europe.</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 large gun pointing at a king.</li> <li>• A man from Santo Domingo looks upset.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
12	<p><b>Study Source B.</b></p> <p><b>How useful is this source to a historian studying US foreign policy in the early twentieth century? 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></p> <p>Source B is taken from a speech delivered by President Roosevelt to the US Congress in 1904. This is useful to a historian studying US foreign policy as it demonstrates Roosevelt's change in policy from isolationist to interventionist, and the beginning of Roosevelt's 'Big Stick' diplomacy. As President he is in charge of US foreign policy, and in this speech, he is telling Congress that the Monroe Doctrine is going to be used to help ensure peace and security in Central and South America.</p> <p>The source provides Roosevelt's reasons for changing US policy, showing how the US would now act as an international police force, and would intervene in the affairs of its neighbours 'in flagrant cases of wrongdoing'. In the source Roosevelt is keen to stress intervention would happen only when absolutely necessary to deal with political and/or financial problems.</p> <p>However, it is less useful as Roosevelt is justifying his Corollary by stressing that it would not be aggressive. Also, since the 1904 elections were later that year, he was keen to present his policy in a positive way in the hope of re-election.</p> <p>While the source concentrates upon the actions of Roosevelt, it does not provide any information on the direction of US foreign policy prior to 1904, or after the Roosevelt period. The narrow focus of the source therefore limits its usefulness to the historian.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
12	<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 part of a speech delivered by President Roosevelt on the theme of US foreign policy.</li> <li>• The President outlines the key themes of his Corollary – the US would act as an international police force.</li> <li>• The US would take action to intervene to protect the welfare of neighbouring countries.</li> <li>• It refers to Roosevelt's 'Big Stick' diplomacy.</li> <li>• The source is limited as it does not give the big picture and does not provide any information on the direction of US foreign policy before or after the time of Roosevelt's term as President.</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 a speech by the President which outlines the direction of US foreign policy.</li> <li>• It says the US will act as an international police force to help look after its neighbours.</li> <li>• It only gives the view of the President in 1904.</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 was said by the President.</li> <li>• It talks about a police force.</li> </ul> <p><b>Level 0 (0 marks)</b>            No valid response.</p>	

Question	Answer	Marks
13	<p><b>Study Source C.</b></p> <p><b>How reliable is this source as evidence of views about US relations with other countries? 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></p> <p>The source is reliable as a piece of evidence which represents the viewpoint of the anti-imperialists, as the speaker, William Jennings Bryan, was one of the leading figures in the anti-imperialist movement. Bryan was speaking in the early years of the twentieth century at a time when, following the ending of the Spanish-American War, the US had agreed to purchase the Philippines from the Spanish for \$20 million. Bryan voices his objection to this purchase and uses trade as his main arguing point. He states that it is not necessary to own people in order to trade with them and he quotes examples of the US successfully trading with Japan, China, Canada and Europe, as well as republics in Central and South America, without owning them. This is accurate since the Open Door policy from a year before this source had allowed the US to trade with China.</p> <p>Bryan and fellow anti-imperialists were against the US acquiring control over the Philippines. He was speaking in the early twentieth century when the anti-imperialists were active in voicing their objections to US expansion overseas, following the 1898 Treaty of Paris which meant that the US now had ownership of Guam and the Philippines.</p> <p>However, the source can be considered unreliable as it is from a speech delivered by William Jennings Bryan, the Democratic Party nominee in 1900, the same year as the 1900 election where he was fighting against the incumbent Republican President William McKinley. The purpose of this speech was to turn people against McKinley by criticising his foreign policy in order to become elected, and so it is not a reliable and factual account of US relations with other countries since he would play down the benefits of expansion.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
13	<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 from a speech by William Jennings Bryan, a leading figure in the anti-imperialist movement.</li> <li>• Bryan was against the US taking control of the Philippines and states that it was not necessary to control a country in order to trade with it. He quotes examples of the US successfully trading with Japan, China, Canada and Europe, without owning those countries.</li> <li>• The speech was made at a time when anti-imperialists were active in their objection to US expansion overseas.</li> <li>• It is reliable in representing the views of the anti-imperialists but it is likely the speech was also aimed to turn people against President before the election later that year.</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 voices objection to the USA acquiring control over the Philippines.</li> <li>• It says the US can trade with countries without owning them.</li> <li>• The author was an anti-imperialist speaker.</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>• The US was trading with countries.</li> <li>• The US did not own Japan or China.</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 about the reasons why the USA became involved in the affairs of Nicaragua after 1909? Explain your answer using details from the sources <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The sources differ about the reasons why the US became involved in the affairs of Nicaragua because <b>Source D</b> is from President Taft who ordered the involvement in Nicaragua, whereas <b>Source E</b> is from a Marine who served in Nicaragua from 1909–1912 and was a heavy critic of the war.</p> <p><b>Source D</b> represents the official view as expressed by the President who was addressing the joint houses of Congress in 1910. He argues that the US became involved due to the unlawful actions of Nicaragua's harsh leader, President Zelaya. He had been the cause of unrest among neighbouring countries for over 17 years, and his harsh rule of the Nicaraguan people had caused them to revolt in 1909. Zelaya had ordered the unwarranted execution of two US citizens and it was to protect the lives of other US citizens living in Nicaragua, that the President had sent military forces to the country. President Taft trying to justify his reasoning for intervening in Nicaragua after heavy criticism. He does this by emphasising that the US only became involved 'to safeguard its interests', and also stresses that the action was necessary after the 'unwarranted execution of two American citizens.'</p> <p><b>Source E</b> is the view of a high-ranking US marine officer who had fought in Nicaragua between 1909 and 1912. He suggests that the real reason the USA had got involved was to protect its business interests and the interests of the international banks. Capitalism was the real reason. The US officer was reflecting upon the events in 1934 with the benefit of hindsight, commenting that he felt he had been manipulated by business interests, since he talks about being a 'high-class muscle man for Big Business'. He believes that the military were being used by industrialists to protect their interests, rather than for what he would consider to be proper reasons.</p> <p><i>Other relevant responses should also be credited.</i></p>	10

Question	Answer	Marks
14	<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>• <b>Source D</b> is the viewpoint of President Taft who is trying to justify US involvement in the affairs of Nicaragua, stressing the need to take action against the harsh rule of an anti-American leader who had executed two US citizens because they had supported the revolutionaries.</li> <li>• <b>Source E</b> is the viewpoint of a high-ranking officer in the US marines who had served in Nicaragua between 1909–12; he believes the real reason US troops were sent there was to protect US business interests and the investments of the big banks; reflecting back upon the events he felt he had been manipulated.</li> <li>• Both sources concentrate upon one argument and do not look at the bigger picture; they represent contrasting viewpoints; <b>Source D</b> is the view of the US President who was attempting to justify his actions to Congress; <b>Source E</b> is the view of a high-ranking military officer who believed that big business was driving US foreign policy.</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>• <b>Source D</b> attempts to explain that the USA was forced to get involved in supporting the revolutionaries in Nicaragua in order to protect US citizens living there.</li> <li>• <b>Source E</b> shows the real reason for US involvement was to protect the interests of big business.</li> </ul> <p>The sources offer very contrasting views; one is stressing the need to protect the lives of US citizens, the other to protect the interests of big business.</p> <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>• <b>Source D</b> says the US had to take action to protect its citizens.</li> <li>• <b>Source E</b> says the US had to take action to protect its business interests.</li> <li>• The sources are very different in their views.</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 why the USA got involved.</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 (A, B, C, D, E, F, and G).</b></p> <p><b>“The desire to extend its business interests overseas was the main reason why the USA got involved in the affairs of Central and South America during the early twentieth century.’ To what extent do you agree? Explain your answer using details from all the sources and your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis Yes = C, D, E No = A, B, D, F, G.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of sources on the basis of typicality, reliability and purpose.</li> <li>• Formulates a reasoned conclusion – some sources confirm the importance of business interests being an important factor in explaining why the USA got involved in the affairs of Central and South America. <b>Source C</b> shows how President McKinley interfered with Central and South America in order to maintain trade and this led to America ‘absorbing’ them. <b>Source D</b> refers to ‘its interests’ which might include business interests and how the US government sent forces to Nicaragua to protect them. <b>Source E</b> suggests that America only got involved in Nicaragua to protect the business interests and international banks there.</li> <li>• However, most sources suggest reasons other than business interests to explain US involvement in Central and South America. <b>Source F</b> shows how President McKinley was considering taking Cuba and Puerto Rico. He appears to be motivated by a desire to expand US possessions. The inclusion of the Philippines and the Sandwich Islands on the Bill of Fare indicates that US imperial ambitions in Central and South Americas were no different from those in Asia. <b>Source G</b> focuses upon humanitarian and religious reasons for US involvement, the desire to improve the lives of people in poorer nations and to help with missionary work. The sources therefore reflect views to support and challenge the hypothesis. <b>Source A</b> shows how the US are actually trying to protect the Dominican Republic from European exploitation, suggesting that the motivation was to protect smaller countries rather than purely business interests. Similarly, <b>Source B</b> shows how the Monroe Doctrine was largely put in place to protect the welfare of Central and South American countries. <b>Source D</b> shows how America was trying to support the Nicaraguan people overthrow a ‘lawless’ leader who had executed two American citizens.</li> <li>• The answer has a supported and developed overall judgement.</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 business interests were very important. <b>Sources A and B</b> show how Roosevelt used his 'Big Stick' diplomacy as an excuse to intervene in countries in Latin America when there was a concern over the repayment of loans to the USA and to stop European intervention. <b>Source C</b> focuses upon how trade was used as an excuse for the purchase of the Philippines from Spain. <b>Source E</b> suggests that the interests of big banks and US investments was the reason for US troops to be sent to Nicaragua. <b>Source F</b> shows how neighbouring states could be used as important avenues of trade.</li> <li>Some of the sources suggest other factors as being important. <b>Sources A and B</b> represent a shift in the direction of US foreign policy, with the US now acting as an international police force. <b>Source D</b> shows direct US involvement in Nicaragua to protect US citizens. <b>Source F</b> illustrates the imperialist ambitions of the USA. <b>Source G</b> focuses on humanitarian and religious reasons for intervention.</li> </ul> <p>Some of the sources offer one-sided viewpoints. Source A exaggerates US military power in Latin America, showing them as the defenders of weaker nations. Source C is the view of the anti-imperialists and presents a very one-sided argument. Source E is the view of an ex-military officer who felt he had been manipulated by big business during his time fighting in Nicaragua. Source F shows the arrogance of the US, with Uncle Sam believing he has the right and the means to control smaller neighbouring countries.</p>	

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;  <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 are supportive; <b>Sources A</b> and <b>B</b> show the US being prepared to stop foreign intervention; <b>Source C</b> focuses on trade as being the excuse for expansion; <b>Source E</b> suggests the interests of big business were important; <b>Source F</b> shows how neighbouring states could be important for trade.</li> <li>Some of the sources suggest other factors; <b>Sources A</b> and <b>B</b> show how the US was prepared to act as a police force to look after neighbouring states; <b>Source D</b> shows how the US would act to look after its citizens; <b>Source F</b> shows imperialist ambitions; <b>Source G</b> focuses on humanitarian and religious reasons.</li> <li>Many of the sources offer one-sided viewpoints, such as <b>C</b>, <b>E</b>, and <b>F</b></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 business interests did play a very important role in directing US foreign policy.</li> <li>Some of the sources suggest other reasons played a key role such as the protection of neighbouring states.</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 overseas.</li> <li>The US took 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></p> <p><b>What can you learn from this source about the lifestyle of women in 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 suggests that some women in the 1920s led very fashionable and modern lifestyles. It is an advert from 1927 which appeared in the <i>Ladies' Home Journal</i> magazine and was specifically designed to appeal to the younger women who were embracing the flapper lifestyle of the Jazz Age. The source shows two women wearing short skirts, bob hats and one of them has been driving a car. This is typical for the 'Flappers' that emerged during the 1920s – women in the cities who enjoyed a freer lifestyle, for example smoking and drinking, and going out without a chaperone.</p> <p>The illustration shows a fashionable open-topped car called the 'Whippet Collegiate'. Its name suggests speed. The writing below the picture suggests that younger women (those under 60) should ditch clothing associated with the older generation and instead adopt the new lifestyle, including the freedom provided by a car. The source suggests that for women who could afford it this was the fashion and lifestyle they should adopt, as it marked progress. The source is also useful since it is an advert for cars which is clearly designed to attract female drivers. Car designers were keen to appeal to this new market. This is the reason why Ford whose cars had originally all been black, introduced a range of different coloured cars to appeal to the female market.</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>• The source shows the flapper lifestyle followed by some women in 1927.</li> <li>• It is an advert for a fashionable coloured sports car which is targeted at women, many of whom were driving themselves in the 1920s.</li> <li>• It shows two women dressed in flapper style fashion of the late 1920s with knee-length skirts.</li> <li>• The source confirms that by the late 1920s some American women were living a modern, independent lifestyle.</li> </ul>	6

Question	Answer	Marks
16	<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 an advert for the sale of a new open-topped car.</li> <li>• The advert is aimed at women.</li> <li>• It shows women dressed in the fashion of the 1920s – small hats and bright coloured clothes.</li> <li>• It suggests some women were leading fashionable lifestyles.</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 woman getting out of a car and another woman waving.</li> <li>• It is an advert.</li> </ul> <p><b>Level 0 (0 marks)</b>  <b>No valid response.</b></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 radio upon life in America 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> 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 because it shows the potential impact of the spread of radio across America. In the source it indicates that the main benefit will be to connect people across America, however isolated they currently were – ‘the radio will achieve the task of making us feel together.’ The article also stresses that radios will become popular throughout America, and I know that millions had indeed been sold by the end of the 1920s.</p> <p>The source is less useful, however, since it is an article written by someone who is very positive about the spread of the radio as the article is entitled ‘Radio Dreams that can come true’, and therefore it ignores that not everyone was able to be connected through the radio. In poorer and more rural areas radio ownership was not nearly as great as in more affluent areas. Another limitation is that it dates from 1922, the start of the boom period of mass consumerism, and therefore provides no information to the historian on the actual growth in radio ownership after 1922. Overall, the source shows what the potential impact of radio ownership could be, but not what was actually achieved in the rest of the decade.</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>• It is useful because it is from an article which was published in a magazine in 1922 at the beginning of the boom period.</li> <li>• It talks about how on a map, towns, villages and isolated homes have nothing to connect them together, but through the power of radio they could be connected. It says that the spread of radio ownership could enable the American people to feel, think and live together through the air waves.</li> <li>• However, the source only relates to the early 1920s and provides no detail beyond 1922, which limits its usefulness. Historians would need to examine other evidence of the impact of radio from the 1923–29 period.</li> <li>• It is written by someone who is very positive about the potential of the radio, but he does not recognise that not everyone could afford to buy one.</li> </ul>	7

Question	Answer	Marks
17	<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 talks about what could be achieved if the growth in radio ownership gathers pace.</li><li>• It describes how the radio could connect places together.</li><li>• It suggests that the radio could have a big impact.</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 talks about towns on a map.</li><li>• The radio is a good thing.</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 impact of Hollywood movies upon young Americans? 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></p> <p>The source is reliable as it is information gathered for a study in 1929 undertaken by a university sociologist. It records an interview with a senior high school male student who would have been aware of the growth of the movie industry during the 1920s. The interview would have been recorded accurately as part of that research. The student comments that watching movies has had a big impact by helping to create the 'fast modern society'; he is critical of the girls' behaviour and how they want to 'smoke, drink and stay out all night'. The 1920s was a period when jazz clubs, dance halls and speakeasies became popular venues to visit, the flapper lifestyle portrayed in Hollywood movies emphasised the modern woman movie stars such as Clara Bow were very influential. Traditionalists disapproved of the new freedoms that some young women experienced, and this source is reliable to indicate the way that some Americans reacted to the influence of the growth of the movies.</p> <p>The writer has clearly not been influenced by the movies – given his critical tone and negative views on modern behaviour – so he is possibly exaggerating what he sees as a bad influence. The evidence clearly relates to an urban area (all-night clubs, speak-easies) so is only reliable for some places.</p> <p><i>Other relevant responses should also be credited.</i></p>	7

Question	Answer	Marks
	<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 from an interview for a university study which was made in 1929; the focus of the study was on 'Movies and Conduct'.</li> <li>• The person interviewed was a senior high school male student who believes that Hollywood movies were having a big impact upon his peers, especially the girls.</li> <li>• Many girls wanted to copy the lifestyle portrayed in the movies – attending night clubs, smoking and drinking.</li> <li>• The source is reliable as it is an account by a student who witnessed first-hand the reaction of his peers to the watching of Hollywood movies.</li> <li>• It demonstrates that traditional views were still quite strong at this time.</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 comments on how some students, especially females, have been influenced by what they have seen in the movies.</li> <li>• Many want to copy the lifestyle shown in the films – going to night clubs, smoking and drinking.</li> <li>• The person being interviewed does not appear to like the impact upon his friends, which suggests that traditional views were still strong at this time.</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>• Students wanted to smoke and drink.</li> <li>• They liked going to the movies.</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 attitude towards the teaching of the theory of evolution in schools in the 1920s? Explain your answer using details from the sources <u>and</u> your knowledge.</b></p> <p><b>Level 5 (9–10 marks)</b> Answers which explain similarity/difference based on developed use of content, provenance and knowledge.</p> <p><i>This content is not prescriptive and candidates are not expected to refer to all the material identified below. Responses may include the following:</i></p> <p><b>Example response:</b></p> <p>The two sources contrast sharply in their attitudes towards the teaching of the theory of evolution in schools; they represent views from two individuals on opposite sides of the debate at the time. <b>Source E</b> argues strongly that teaching evolution in biology is acceptable and should not be prevented, as they supported Scope's right to teach the theory of evolution in his biology classes. They deny that any conspiracy exists and that scientists are not out to destroy the authority of Christianity and the teachings of the Bible. They believe this all in the minds of the evangelical and fundamentalist lawyers and preachers. They argue that the theory of evolution can co-exist with Christianity and does not undermine the Bible; it is a separate doctrine and the two can exist alongside each other without conflict. However, Rev. Sunday (<b>Source D</b>), believed that public money should not be used to pay teachers to teach this theory that went against the Bible, believing it to be politically driven, part of the 'dirty politics' of the time.</p> <p>Both the sources use strong language. <b>Source E</b> 'denies that it is part of a movement to destroy Christianity,' and <b>Source D</b>, refers to the 'God-forsaken' and 'hell-born' theory which the preacher claimed was being deliberately used by the 'rotten stinking professor' to undermine the Christian message as laid down in the Bible. <b>Source E</b> outlines the reasons for denying the charges made against teaching evolution whereas <b>Source D</b> is subjective and emotional. They represent two different positions about how children should be taught and the status of the Bible.</p> <p><i>Other relevant responses should also be credited.</i></p>	10

Question	Answer	Marks
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>• <b>Source D</b> is part of a sermon delivered by the Rev. Sunday, an evangelical preacher, in 1924. He was totally opposed to the teaching of the theory of evolution, using strong language to condemn it. He believed such teaching had no place in schools and public money should not be used to pay teachers to teach this theory. He believed it undermined Christian values and the message of the Bible.</li> <li>• <b>Source E</b> is in sharp contrast and represents the argument of the defence council during the trial of the school teacher, John Scopes, in July 1925. He was being tried for teaching the theory of evolution and his defence argued that he had every right to be allowed to do so; it denied that the theory was being used to undermine Christianity and the Bible in schools.</li> </ul> <p>Source D is the view of an evangelical preacher, a man who wanted to uphold traditional values, to keep things as they had been and to stop anything that threatened to undermine conservative beliefs; Source E represents the viewpoint of modern America by defending the right of choice and the freedom to teach both sides of the debate.</p> <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>• <b>Source D</b> is the view of an evangelical preacher who used his position to attack the teaching of evolution in schools; he believed it undermined Christian values and the teachings of the Bible; he argued that it was wrong.</li> <li>• <b>Source E</b> was trying to argue the right of free choice, that the teacher was doing nothing wrong in teaching the theory; such teaching did not undermine Christianity or the Bible.</li> <li>• The sources hold opposite viewpoints – one represents conservative, traditional values, the other modern America, willing to embrace change.</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>• <b>Source D</b> believes it is wrong to teach the theory of evolution in schools; it was an attack upon the Bible and Christian beliefs.</li> <li>• <b>Source E</b> believes that teachers have the right to teach the theory and doing so does not result in conflict with religion.</li> <li>• The sources are very different in their attitudes.</li> </ul>	

Question	Answer	Marks
19	<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 Rev is very angry.</li><li>• They both talk about the Bible.</li></ul> <p><b>Level 0 (0 marks)</b> No valid response.</p>	

Question	Answer	Marks
20	<p><b>Study all the sources (A, B, C, D, E, F, and G).</b></p> <p><b>'Most Americans embraced the changes affecting US society in the 1920s.' To what extent do you agree? Explain your answer using details from <u>all</u> the Sources <u>and</u> your knowledge.</b></p> <p><b>Level 6 (15 marks)</b> Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> <li>• Sophisticated analysis of source content from both sides of the hypothesis Yes = B, C, E, F, G. No = A, C, D, G.</li> <li>• Supporting knowledge to expand upon source content.</li> <li>• Evaluation of sources on the basis of typicality, reliability and purpose.</li> <li>• Formulates a reasoned conclusion – many of the sources confirm that most Americans embraced the changes which brought about a more modern lifestyle. <b>Source B</b> refers to the start of the consumer boom, the beginnings of mass radio ownership; it explains how the radio had the potential to unite the country together, connecting isolated homesteads, towns and villages through the radio waves. <b>Source C</b> illustrates the impact that movies had upon some young Americans who now wanted to copy the lifestyle of the Hollywood stars. Movie theatres opened all over the country in the 1920s and increasing numbers of people went to them regularly. <b>Source E</b> refers to the Monkey Trial of 1925 and the arguments over the teaching of the theory of evolution in schools; it showcases a clash of culture within America. The defence team in the Scopes trial were arguing that the teaching of religion and biology should be separated to reflect the developments that had occurred with the understanding of evolution. <b>Source F</b> shows the popularity of sport in the 1920s, particularly the growth of baseball as a spectator sport; it shows a large stadium and a large crowd; sports like baseball, boxing, tennis and golf all became popular leisure activities during this decade. <b>Source G</b> outlines the growth in the popularity of jazz music particularly in big cities like Chicago and New York; it led to the growth of bars and nightclubs which were attractive to both men and women.</li> </ul>	15

Question	Answer	Marks
20	<ul style="list-style-type: none"> <li>However, not all sections of American society embraced such changes. Although <b>Source A</b> depicts women as modern and embracing the changes in fashion and the greater freedom they were experiencing – the advert shows that there was a market for this product by appealing to women – it was only the richer and mainly urban young ladies who were able to afford a car or fashionable clothes and, according to the advert only those under 60. <b>Source C</b> shows that some young people did not embrace the changes. It is the view of a male senior high school student who believes that Hollywood movies were having a negative impact, causing young women to copy the life of smoking, drinking and going out to night-clubs, all of which, in his opinion, affected US society negatively. <b>Source D</b> represents the views of people who wanted to keep things the way they had been for generations; they opposed the challenges to their Christian faith and the teachings of the Bible, opposing the theory of evolution and the teaching of it in schools. <b>Source G</b> recognises the popularity of the new music and bars of the Jazz age states that many of the older generation were critical of the emerging modern lifestyle, a trend which was causing a decline in moral standards in this new age. The sources therefore reflect views to support and challenge the hypothesis.</li> </ul> <p>The answer has a supported and developed overall judgement which addresses the word 'most' in the question.</p> <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>	

Question	Answer	Marks
20	<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 offer a mixed set of viewpoints.</li> <li>• Some of the sources suggest there was widespread acceptance of the emerging new society of the 1920s. <b>Source A</b> highlights the flapper lifestyle of the 1920s when fashionable young ladies or flappers, dressed in modern clothes and the advert illustrating their independence through car ownership. <b>Source B</b> comments on how the growth in radio ownership has the potential to unite the American people together through the air-waves. <b>Source C</b> illustrates the impact of Hollywood movies upon the youth of America. <b>Source E</b> shows how some Americans wanted to break away from traditional values and study modern science, such as the theory of evolution, and teach it in schools. <b>Source F</b> shows the growing popularity of sport as a leisure activity, especially baseball which attracted large crowds; <b>Source G</b> comments on the growing popularity of jazz music and its links to the night-club culture and new dances.</li> <li>• Some of the sources suggest that some Americans were resistant to such changes and attempted to cling on to traditional values. <b>Source C</b> comments upon the negative impact of Hollywood movies, causing senior high school women to copy the flapper lifestyle of drinking, smoking and attending night-clubs. <b>Source D</b> is strongly supportive of traditional values, rejecting the teaching of the theory of evolution which it claims undermines Christianity and the teachings of the Bible. <b>Source G</b> shows how some believed the new lifestyles of the Jazz Age were responsible for the 'loose morals' which were becoming evident in American society. Some of the sources offer one-sided viewpoints such as <b>Source A</b>, an advert whose purpose was to persuade, which glamorises the lifestyle of the flapper age. <b>Source C</b> is the view of a senior high school student who disapproves of the impact of movie culture upon some of his peers. <b>Source D</b> is the view of an evangelical preacher who strongly supports traditional Christian values and opposes any threats to those values.</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 sources suggest there was widespread acceptance. <b>Source A</b> shows how some women followed the flapper lifestyle, dressing in the new fashions and being independent; <b>Source B</b> comments on how radio ownership was increasing and the opportunities this offered to connect people together; <b>Source C</b> talks about the popularity of the movies; <b>Source E</b> shows the growth in popularity of sport and communal leisure activities; <b>Source G</b> comments upon the growth in popularity of jazz music and its culture.</li> <li>Some sources show some Americans were critical of the new society that was emerging. <b>Source C</b> comments upon the negative impact of Hollywood movies which was causing some females to copy the flapper lifestyle shown in the films; <b>Source D</b> upholds traditional Christian values and sees the theory of evolution as a direct threat; <b>Source G</b> comments that some saw the Jazz Age as the cause of a decline in moral standards.</li> <li>Many of the sources offer one-sided viewpoints such as (A), (C) and (D).</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 many Americans accepted and adopted the new modern lifestyle – they liked going to clubs and listening to jazz music.</li> <li>Some sources show that some Americans were critical of the changes in lifestyles and did not like the new jazz culture.</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>People liked to do new things.</li> <li>They liked going out.</li> </ul> <p><b>Level 0 (0 marks)</b>  No valid response.</p>	