

Cambridge IGCSE™

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

Paper 2 Depth Study

May/June 2026**MARK SCHEME**Maximum Mark: 45

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **51** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions 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	Study Source A. What can you learn from this source about making the journey west? Explain your answer using details from the source <u>and</u> your knowledge. Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge. <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> Example response: Source A shows wagon trains with oxen and horses crossing a wide river. Wagons were pulled by oxen and groups of travellers/families formed a train for protection and help. In the background there appear to be large groups of wagons who have already made the crossing. The source shows several lines of wagons crossing and herds of cattle being driven across the river. Rivers could present major obstacles as there were no bridges and the only method of getting to the other side was by fording the river. One difficulty was finding a suitable crossing point, and this could involve a journey of many miles along the riverbank until a site could be found which had relatively shallow water and the current was not too strong. If the water was too deep, then the wagons had to be floated across. The source shows wide flat and exposed areas of land and mountains. This could be a challenge in poor weather as there was no shelter from wind or storms. Travellers had to time their journeys to cross in good weather. Travellers often encountered Native Americans, a group can be seen in the foreground. There appears to be harmony between the Native Americans and travellers in this source; perhaps they are assisting the crossing or trading goods. However, this was not always the case, as some natives were hostile and there are records of attacks on wagon trains.	6

Question	Answer	Marks
1	Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge. Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development. • Travellers had to cross wide rivers • There were no bridges and the wagon trains and cattle had to go through the water. • Travellers had to cross large open spaces and mountains. • Relations with Native Americans were peaceful. Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source. • Animals and wagons are going into the river. • It was a wide river to cross. • Good relations with Native Americans. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
2	Study Source B. How useful is this source to a historian studying the problems experienced by travelers crossing the Rocky Mountains during this period? Explain your answer using details from the source <u>and</u> your knowledge. Note: ‘this period’ could be interpreted as the beginning of the migration west (as this source is from 1843), or the entirety of the depth study; either would be a valid approach. Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance. <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> Example response: The source is useful because it tells us about many of the problems they faced such as having to cross the river many times. It also tells us how steep the mountains were, as they had double the oxen teams in order to pull the wagons because the slopes were so steep. It also tells us the road was very uneven and also at a slope, with the wagons running the danger of sliding sideways or tipping over. This all meant they were only able to move a short distance that day. The source provides a first-hand account by an individual who actually made the crossing of the Rocky Mountains in 1843; this was a time when wagon train crossings were only just beginning and routes through the high mountain passes had not been firmly established. It is also a diary entry, so the author was recording the journey as and when it happened; this makes the source useful as it has no ulterior motive although it is only one person’s view. As it was written in 1843 it is useful in showing the problems encountered by some of the earliest wagon trains attempting to cross the Rocky Mountains, but it might not be a true reflection of later crossings once routes had been established and travellers were better prepared.	7

Question	Answer	Marks
2	Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of content and provenance. • The account describes the experiences of one man's journey through a high mountain pass in the Rocky Mountains. • It describes the difficulty of getting wagons up very steep slopes, having to double up on the number of oxen used to pull the wagons. • It describes the steep slopes, uneven road surfaces and slow progress; they managed only 7 miles that day. • It is useful in providing evidence about a journey of one of the early wagon trains to attempt a crossing of the Rocky Mountains, being a diary entry for 1843. • It is not a true reflection of the period 1830–80 as travelling got easier once established routes had been set up. This therefore limits the usefulness of the source. Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance. • The account describes the difficult roads through the mountains. • The steep slopes, uneven surfaces and the hard work involved. • It was written in 1843 so is an early account of such a journey. • It does not show how travelling changed over time. Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content. • The road was very bad. • The mountains were very high. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
3	Study Source C. How reliable is this source as evidence of the difficulties of traveling through Native American lands when undertaking the journey west? Explain your answer using details from the sources <u>and</u> your knowledge. Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge. <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> Example response: The source describes the dangers that Native Americans posed to travellers crossing the Great Plains, particularly in certain areas. It describes the actions taken by travellers in these areas such as not leaving the main group and organising the wagons in a circle to protect both people, and in particular animals. This is reliable because I know that some Native American tribes would often try to steal the horses from travellers as they were very valuable and could also be traded with other tribes. The source is also reliable because it was written by someone who had undertaken the journey and who was writing it as a guide to help other travellers, so he would want to give them a realistic idea of what to expect and how to deal with problems on the journey. The writer may have exaggerated the threat, words such as ‘hostile’ and ‘enemy’ imply a certain attitude towards Native Americans especially the Pawnee, Sioux and others, tribes noted for being aggressive to travellers. Not all Native Americans were hostile as some helped guide the travellers or traded goods. The hostile language suggests that the author’s group had experienced trouble from the Native Americans. Travellers who unwittingly strayed onto ground that the Native Americans regarded as sacred would be likely to be attacked.	7

Question	Answer	Marks
3	Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge. • The source is from a guidebook, written to provide specific information about how to proceed through the territory of hostile Native Americans. The purpose and experience of the author make it reliable. The account provides practical advice on what to do should the party meet with a hostile group of Native Americans such as the Pawnee and Sioux, which is reliable as there were attacks on travellers. • It advises that the group should draw all the wagons into a circle, keeping the horses and cattle in the centre. This was a tried and tested method to protect horses and bullocks that were essential for pulling wagons so travellers prioritised their safety. • The author's suspicion of Native Americans is in line with the stereotypical attitude of white people towards the native peoples so may be unreliable. Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance. • The source is taken from a guidebook published in 1845; it was intended to help travellers which makes the source reliable. • It describes how to organise protection against attack from Native Americans such as the Pawnee and Sioux who were often hostile to travellers. • It suggests placing all the wagons into a circle. This was a tried and tested method to protect horses and bullocks that were essential for pulling wagons so travellers prioritised their safety. Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content. • It tells them what to do. • They are going to be attacked. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
4	Study Sources D and E. Why do these sources differ in their views of the organization of wagon trains? Explain your answer using details from the source <u>and</u> your knowledge. Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge. <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> Example response: Source D describes a very disorganised journey whereas Source E has good organisation and strong leadership. In Source D various problems are described such as illness, people falling out, and differences of opinion on speed of travel or which route to follow. I know that this was the case with some groups, for example the Donner Party who had disagreements, and ended up with some taking a different route from the other. In contrast, Source E describes a strict routine that was followed by this group, such as the arrangements for camping, the time when to stop travelling each day in order to rest the horses and cattle, and everyone having particular jobs to do, suggesting good organisation. Source D talks about a lack of respect for the leadership, the questioning of decision making and suggests that in future military forces may be required to ensure law and order on such journeys. Source E presents a very different picture, suggesting that everyone knew their place and there was a strong sense of God directing them too. The sources may differ as Source D was written as it was happening, it is from the diary of James Nesmith who was on one of the first organised wagon trains crossing to Oregon. It was a learning curve for all concerned. Source E records a journey made in 1852 to California, and gives the impression of routes set up and routines being followed, possibly as a result of the lesson learnt from previous crossings since 1843. However, Source E is a memoir, a reflection by Newton Finley looking back at events 70 years previously. It could be that he was concentrating upon the positives and just remembering the good points, whereas Source D is a diary entry, recording the reality of daily life and everything about the journey.	10

Question	Answer	Marks
4	The writer of Source E also appears to be very religious as they didn't travel on a Sunday and he believes that the reason they succeeded was because 'God was with us'. I know that some religious groups such as the Mormons undertook very organised journeys with everything worked out in advance, even to the extent of planting crops for future travellers to be able to eat. Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge. • Source D appears to highlight poor organisation resulting from poor leadership and a lack of respect for decision making; in contrast Source E appears to highlight good organisation and strong leadership and respect for decision making. • Source D highlights many negatives; discontent among the emigrants, with signs of a possible mutiny; the group struggled to agree on decisions such as how fast to travel and where to cross the river. • Source E highlights many positives; an organised daily routine where every man knew his place and respected decision making; they had • agreed times when to stop travelling and did not travel on a Sunday. • Source D is a diary entry for 1843 which records daily life as and when it happened; it presents a very honest account of the discontent; Source E is a memoir of a journey made in 1852; it was written 70 years later and appears to concentrate only upon the positives; with this lapse of time, it could lack a degree of accuracy. Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance. • Source D comments upon poor organisation; the general discontent within the group; the lack of firm decision making and the possibility of mutiny. • Source E comments upon good organisation; the strengths of good leadership; the willingness to follow an agreed routine and the acceptance of decision making. • The sources provide contrasting viewpoints on leadership, one positive, one negative, with reasons as to why this was the case.	

Question	Answer	Marks
4	Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance. • Source D says that members of the group could not agree on important issues; they were ready to rebel. • Source E says that everyone knew their place and followed the agreed routines. • The authors have different viewpoints about leadership. Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources. • The sources say different things. • They had to make decisions. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
5	Study <u>all</u> the sources (A, B, C, D, E, F, and G). ‘Travelers were successful in overcoming the challenges they faced on their journey west.’ To what extent do you agree? Explain your answer using details from all the sources <u>and</u> your knowledge. Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a supported and developed overall judgment. • Sophisticated analysis of source content from both sides of the argument Yes = Sources A, B, C, E No = Sources D, F, G • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and reasons for it. • Formulates a reasoned conclusion – several sources suggest that travellers were successful in overcoming the challenges they faced. • Source A shows that the river has been crossed successfully by many, the Native Americans are friendly and there is no apparent conflict with the travellers. Source B suggests the mountains and poor roads made travel very slow but despite this it was possible to continue the journey. Source C describes the possible threats from Native Americans, and a way to try to overcome this challenge by forming a corral. Source E suggests a well organised train could be successful and overcome challenges such as ensuring animals had enough to eat; it might also suggest that a belief in God helped travellers to overcome the difficulties they faced. • However, Source D describes sickness which could not be overcome easily, there are disagreements among travellers (but military force could maintain good order). Source F shows the weather could be a challenge – although travellers tried to time their journeys for good weather, they were not always successful and poor weather could kill livestock such as the oxen shown in this image. Source G describes many of the challenges including the number of travellers who died between 1840-60 due to food and water shortages and disease – these numbers show that not all the challenges could be overcome as so many people died on the journey. • The sources therefore reflect varied views to support and challenge the hypothesis. The answer has a supported and developed overall judgement.	15

Question	Answer	Marks
5	Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment. • More developed discussion of L4 content, knowledge and evaluation. • Formulates a conclusion – the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed. Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation. • The sources outline a range of challenges facing emigrants making their journey west. • Some of the sources confirm that challenges could be overcome • Some sources suggest others were major challenges to emigrants in their journey west • Can refer to other factors which could present serious challenges such as deviating away from a trail route and getting lost, as happened to the Donner Party which then became trapped for the winter in the mountains. • Some of the sources offer one-sided viewpoints such as Source D which concentrates upon the negatives of leadership and organisation; Source E which concentrates upon the positives of leadership and organisation. Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content. Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content. • Some of the sources say that travellers could overcome the challenges during the journey west. • Some of the sources focus on other challenges that were too great to overcome Level 1 (1–2 marks) Generalised comments with no/little support from the sources. • There were a lot of challenges. • Some challenges were big ones. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

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

Question	Answer	Marks
6	Study Source A. What can you learn from this source about the reasons for giving women the vote? Explain your answer using details from the source <u>and</u> your knowledge. Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge. <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> Example response: The source, which is a campaign poster dating from 1917, shows how that the National American Woman Suffrage Association attempted to put forward reasons for granting women the vote. The poster attempts to highlight the social problems caused when men were left unemployed and the hardship this placed upon family life. It also attempts to highlight the poor working conditions experienced by some women and children, who were forced to work under harsh conditions and presumably for low pay. The third box suggests that it was difficult to obtain work. All these factors contributed towards hardship for many families, and sometimes resulted in the break-up of home life, causing social distress and misery. In bold text the posters asked the question 'What will save the Home?' and offered the solution which was to grant 'Votes for Women'. It states that by allowing women to help with political decision making they will then be able to play an important part in securing improvements. It counters the anti-suffrage argument that granting the vote to women would break up the home and would therefore be a bad step. In contrast, this source attempts to highlight the positives resulting from granting female suffrage. Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge. • It outlines some of the arguments used by suffragists to highlight the need for women to be granted the vote. • The poster, which is dated 1917, was issued by the NAWSA and used as propaganda to help sell a message. • It highlights the social distress caused by men being unemployed, suggesting it could cause the break-up of home life. • Women and children were forced to work under difficult conditions, and they also faced the lack of opportunities for women. • It suggests that the solution to these problems was to grant women the vote so that they could play a part in decision making and thereby secure improvements.	6

Question	Answer	Marks
6	Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development. • The poster shows the problems facing women in the home and in the workplace. • It suggests that women need to be granted the vote to help solve these problems. • It is a poster produced in 1917 by the suffrage movement. Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source. • It shows a man asleep at the kitchen table. • It shows a woman in a cotton factory. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
7	Study Source B. How useful is this source to a historian studying the involvement of working-class women in the campaign for female suffrage? Explain your answer using details from the source <u>and</u> your knowledge. Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance. <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> Example response: The source is useful as it is part of a speech delivered by Leonora O'Reilly to a Senate Committee of Women Suffrage in March 1912. O'Reilly, who was a member of the female branch of the Knights of Labor trade union movement, was putting forward an argument as to why working-class women were deserving of receiving the vote. It shows how some trade unions were fighting for female suffrage at the highest level. She argues that politicians only consider doing things that will benefit their political careers and so they have ignored the demands for female suffrage as this would not help them to advance. They have ignored the demands of 8 million working women to have the legitimate right to receive the vote. The source is useful as it outlines the type of arguments put forward by trade union organisations in their demand for female suffrage and is representative of working-class views; the source is linked to the Knights of Labor which was a very large and important trade union in the early twentieth century. It argues that while all women are deserving of the vote, working women 'must have it' granted to them. It suggests a sense of urgency in wanting the vote among working-class women, in contrast to less pushing views of middle and upper-class campaigners. The source is useful as it shows that some trade unions were supportive of female suffrage, but it is focused on just one trade union, the Knights of Labor. It is not clear if other trade unions were as supportive, but it does show that some working-class women were directly involved in campaigning for female suffrage. However, most working-class women wanted equal rights at work rather than the vote. As such, the focus on the franchise does not represent their priorities.	7

Question	Answer	Marks
7	Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance. • The source argues that women workers should be given the right to vote. • There were 8 million working women and they must be given the vote. • It is the view of a female trade union member. Level 1 (1 mark) Answer that offers a generalised comment or paraphrase source content. • Women want to vote. • Women must have it. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
8	Study Source C. How reliable is this source as evidence of the difficulties that campaigners for woman suffrage faced during this period? Explain your answer using details from the source <u>and</u> your knowledge. Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge. <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> Example response: The source is reliable in providing the feelings experienced by suffragist campaigners following the defeat they had just experienced in the Kansas referendum upon female suffrage in November 1867. It is the opinion of Olympia Brown, a leading suffragist, who had campaigned to promote the demand for extending the vote to all women, and a woman who had good knowledge of the campaigning that took place in Kansas. She wrote this letter to Susan B. Anthony, a leading member of the suffrage movement, just after the result had been announced. In the letter she places the blame for the defeat on the Republican Party who, she claims, had failed to live up to its promise of liberal reform. She claims that the Central Committee of the Party had taken steps to stop loyal Republicans from voting in favour of woman suffrage, and she also claims that the African American orator, Charles Langston, had also withdrawn his support, despite the fact that women had supported the campaign to extend the vote to all African American males. However, the reliability of the source is affected by the fact that it was written from the standpoint of a suffragist who had lost the referendum and appears to be quite bitter about the defeat. The narrow-focused analysis therefore limits its reliability. Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge. • The source is reliable in providing the feelings expressed by suffrage supporters following defeat in the Kansas referendum. • It was a letter written in November 1867 immediately after the result was announced; its author Olympia Brown was a leading suffragist who had good knowledge of what had gone on. • She blames the defeat upon the betrayal of the Republican Party which had instructed its members not to vote in favour. • She also says that some African American men voted against, despite women having supported their cause. • It is unreliable because of her close involvement in the referendum and her focus on the immediate cause of the result rather than the wider context.	7

Question	Answer	Marks
8	Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance. • The source is taken from a letter written in November 1867 by a suffrage campaigner reflects clearly her disappointment by the defeat in the referendum. • Her anger with the Republican Party for the defeat in the vote is reliable. • The tone of the source indicates the frustration of the author. Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content. • The Republicans did not like them. • They lost the vote. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
9	Study Sources D and E. Why do these sources differ in their opinion over the right of women to campaign for the vote? Explain your answer using details from the source <u>and</u> your knowledge. Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge. <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> Example response: The two sources present very contrasting views over the right of women to campaign for the vote. Source D attempts to argue that the priority of the current campaign must be to extend the vote to all African American men but by linking this demand with the call for female suffrage it would hamper the campaign and delay the granting of the vote for all men. Source E strongly disagrees with this viewpoint, arguing that the fight should be to secure 'universal suffrage' and not just 'manhood suffrage', women should not have to wait and the fight should be to extend the vote to all adults regardless of their sex. One reason for the difference in opinion is down to the standpoint of the two authors; Source D represents the opinion of Gerrit Smith, a Republican member of the House of Representatives, who was a very active supporter of the rights of African Americans; his priority was therefore to push for the extension of the vote to all men, including African Americans; for this reason he refused to sign the petition but did state that once the African American vote had been secured he would then support the demand for the female vote; Source E forms the reply to Smith's letter and was written by Elizabeth Cady Stanton, the leader of the NWSA and it was published in the organisation's newsletter 'The Revolution'; she totally rejects Smith's view, arguing that it was perfectly reasonable to demand the vote for all adults, women should not have to wait and give priority to the male cause. The two sources represent the two sides of the debate at this time, and highlights the disagreement among many activists and organisations over whether priority should be given to secure manhood suffrage over female suffrage.	10

Question	Answer	Marks
9	Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge. • The two sources represent opposite sides of the debate over whether the vote should be granted to all men before it could be granted to women. • Source D argues that priority should be given to the campaign for the extension of the vote to all men, including African Americans; it argues that progress towards achieving this end would be limited if they also attempted to secure the vote for women. • Source E argues the opposite, that women have just as much right to be granted the vote and the campaign should be focused to secure universal suffrage not manhood suffrage; women should not have to wait. • Source D represents the view of a Republican member of the House of Representatives who campaigned for the rights of African Americans; Source E represents the view of Elizabeth Cady Stanton, the leader of the NWSA, which fought for the right of female suffrage; the two sources represent the views of two different focus groups. Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance. • Source D believes the priority should be on fighting to extend the vote to all men which included African American men; female suffrage must come later. • Source E believes that the fight must be to extend the vote to all adults; women should not have to wait until after the vote for all men had been granted. • The sources have opposite standpoints because they represent groups from differing sides of the debate over where priority should lie in extending the franchise. Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance. • Source D believes that the vote should be given to all men first. • Source E believes that the vote should be given to all adults, men and women. • The two sources have opposing viewpoints upon this issue. Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources. • They have different views. • They do not agree. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
10	Study <u>all</u> the sources (A, B, C, D, E, F, and G). ‘Suffragists had support from most organizations in their demand for the vote.’ To what extent do you agree? Explain your answer using details from <u>all</u> the sources <u>and</u> your knowledge. Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment. • Sophisticated analysis of source content from both sides of the hypothesis Yes = A, B, F, G. No = C, D, E. • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. • Formulates a reasoned conclusion – several sources suggest that other organisations were not that supportive of the suffrage movement and either opposed or delayed their support of the campaign to have the vote extended to include all women. Source C suggests that the Republican Party took active steps to defeat the referendum on female suffrage in Kansas in 1867, the Central Committee of the Party issuing instructions for loyal party members not to vote in favour; also, the African American orator Charles Langston argued that the focus should be upon obtaining the vote for African American men, not women. • Source D highlights the opposition from Republican politicians, with Gerrit Smith believing that the priority should be focused on the need to secure the vote for African American men and the issue of women’s suffrage should be pushed aside until the African American vote had been secured. Source E displays the rift that had occurred between different focus groups, the Republicans focusing on the issue of securing manhood suffrage, while female suffrage groups focused upon the issue of securing universal suffrage; it shows that there was a lack of political support in the 1860s for female suffrage. • However, some of the sources suggest that co-operation with other organizations did take place and was beneficial to the suffrage campaign. Source B shows how one focus group, the female branch of the Knights of Labor trade union organisation was actively campaigning for the right of 8 million working women to be granted the vote, arguing that better working conditions could be secured through them obtaining the vote. That message is picked up in Source A which shows the hardships facing working women, the social problems resulting from male unemployment, the harsh working conditions for women in the workplace, and the lack of opportunities for jobs, situations that would not improve until women were granted the vote.	15

Question	Answer	Marks
10	- Source G comments on the efforts made by Susan B. Anthony, a leading campaigner for woman suffrage, to establish links with other campaign groups to help gain support for female suffrage; it lists groups such as the Women's Division of the Knights of Labor, the National Association of Colored Women, but it states that most success was achieved through working collaboratively with the Women's Christian Temperance Union and in 1882 this organisation voted to officially support the women's suffrage campaign - Source F illustrates this support as it shows the title page of a pamphlet written by Frances Willard, the leader of the WCTU. In this pamphlet entitled 'Home Protection', Willard argued that if women could get the vote, then they would then have the power to vote on temperance issues. The sources therefore reflect views to support and challenge the hypothesis; the answer has a supported and developed overall judgement. Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment. - More developed discussion of L4 content, knowledge and evaluation. - 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. Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation. - The sources offer a mixed set of viewpoints. - Some of the sources suggest other organisations were not very supportive; Source C shows how members of the Republican Party voted against granting female suffrage in the Kansas referendum in 1867; Source D highlights opposition from some Republican politicians who preferred to support the cause of manhood suffrage, getting the vote for African American men; Source E shows how the Republicans supported the idea of manhood suffrage while women's suffrage groups supported the fight to obtain universal suffrage.	

Question	Answer	Marks
10	- Some of the sources suggest that co-operation did take place and was beneficial; Source B shows how the women's branch of the Knights of Labor trade union supported the extension of the vote to women, arguing that the 8 million working women were a priority; Source A highlights the social problems facing women at home and in the work place, suggesting that things could only improve if women were granted the vote; Source G refers to working with other groups such as the WCTU'; Source F refers to the policy of 'Home Protection' put forward by Frances Willard, claiming that women needed to be given the vote in order to push through prohibition. - Some of the sources offer one-sided viewpoints; Source A is a poster which concentrates upon the negatives; Source B is the view of an active trade unionist and supporter - of the campaign for women's suffrage; Sources C and E represent the views of important members of the suffrage movement; while Source D is the view of a Republican politician who was not a keen advocate of female suffrage. Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content. - Some sources suggest that support from other organisations was not forthcoming; Source C shows opposition from the Republican Party; Source D shows how the Republicans preferred to support the campaign to secure the African American vote; Source E shows differences between Republicans (manhood suffrage) and women's suffrage groups (universal suffrage). - Some of the sources suggest that co-operation was effective; Source B shows support from the women's branch of the Knights of Labor; Source A looks at problems facing women at home and in the workplace, suggesting like B, that they need to be given the vote; Source G shows links with other groups such as the WCTU which were effective; Source F shows links with the WCTU.	

Question	Answer	Marks
10	Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content. - Some of the sources confirm that little help was obtained from other groups; some groups like the Republican Party preferred to campaign for giving the vote to African American men and did not support the female campaign. - Some of the sources suggest that co-operation did exist and was successful; such as links with the WCTU and the support of Frances Willard. Level 1 (1–2 marks) Generalised comments with no/little support from the sources. - Support from other suffrage groups was not strong. - They did have support from some groups. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

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

Question	Answer	Marks
11	Study Source A. What is the message of this source? Explain your answer using details from the source <u>and</u> your knowledge. Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge. <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> Example response: The source is dated 1896 and bears the caption 'Keep off! The Monroe Doctrine must be respected'. To support this message it shows Uncle Sam carrying a rifle and dressed as a soldier, suggesting he intends to uphold the Monroe Doctrine. He is standing next to a sign which reads 'No Trespass. America for Americans' which is signed by Uncle Sam. Behind him stands figures which represent countries in central and south America. The message is intended to be seen by the imperial powers of Europe who are standing the opposite side of the water divide (the Atlantic Ocean) who are looking on. The message is clear and it is letting them know that they are not welcome and that they must not interfere in the lands of the American continent. The message is aimed at the leaders of the imperial powers of France, Spain, Portugal and Britain, all of whom have carved out empires in the Americas. Uncle Sam is saying that he intends to uphold the Monroe Doctrine of 1823 which stated that the American continent was closed to any further colonisation or interference by European powers. It shows that in 1896 the US was prepared to play a direct role in protecting the countries of the American continent from European imperialism.	6

Question	Answer	Marks
11	Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge. • It shows Uncle Sam dressed as a US soldier and he is standing next to a sign which reads ‘No Trespass. America for Americans’. The US had ambitions of its own to extend its influence in the Americas. • On the opposite side of the water divide stands the leaders of the imperial powers of Europe – Spain, France, Portugal, Germany and Britain. At the time some of them had control or influence in the Americas. • The message from Uncle Sam is that they are not welcome and he is warning them to stay away. • It shows that the US was now prepared to uphold the Monroe Doctrine and will protect its neighbours. Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development. • The source shows Uncle Sam dressed as a soldier. • The sign reads ‘No Trespass. America for Americans’. • European countries are shown to have ambitions to take land as the paper with ‘Venezuela Grab’ held by Britain indicates. Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source. • A soldier is carrying a gun. • Men dressed in costumes are looking at the soldier. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
12	Study Source B. How useful is this source to a historian studying the Boxer Rebellion in Peking in 1900? Explain your answer using details from the source <u>and</u> your own knowledge Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance. <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> Example response: The source is useful because it is an account of actual events in the early part of the Boxer Rebellion (1899-1901) and was written by an American professor who worked in the American College in Beijing. The account only covers the early part of the rebellion and lacks information about events other than the first two or three hours. They were Chinese nationalists who wanted to expel all foreigners from China. The account describes how the Boxers carried out a campaign of looting and destruction of property belonging to foreigners and how they shouted slogans such as 'Kill the foreign devils'. The source is useful in providing a description of an actual attack and in illustrating the danger foreigners, which included US citizens, were facing due to the anti-foreign hatred expressed by the Boxers. This would help to explain why the US government took the decision to send a force of 5000 troops to China; it was taking action to protect the lives of US citizens threatened by Boxer attacks. However, it does not offer reasons for the attack.	7

Question	Answer	Marks
12	Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of content and provenance. • The source is useful as it was written by an American professor working at the American College in Beijing. • She witnessed first-hand an attack upon the property of foreigners by the Boxers, a force of Chinese nationalists. • It describes how the Boxers attacked and looted the property of foreigners, shouting slogans calling for the killing of foreigners. • However, the source has its limitations as it only describes the first hours of the rebellion and does not consider the whole event. Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance. • The source is useful because it was written by an American who was working in Beijing at the time of the Boxer rebellion. • She describes how the Boxers shouted slogans, threatening to kill all foreigners. • It was written in June 1900 at the time of the rebellion. Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content. • They are shouting kill, kill, kill. • They attacked property. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
13	Study Source C. How reliable is this source as evidence of the reasons why the United States expanded its influence overseas during the 1890s? Explain your answer using details from the source <u>and</u> your own knowledge. Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge. <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> Example response: The source is an extract from an article which appeared in ‘The Forum’ magazine published in May 1897 and was written by Charles R. Flint, who was the President of the American Clipper Ship Line. As the head of this major shipping company, he would have a good knowledge of the current state of the US commerce and trade, and this adds some reliability to the information he provides. The magazine specialises in political and economic matters so will offer specific information. The article states that the US was still in an economic recession and had only managed to survive so far due to foreign trade. The US was four years into an economic recession which had started in 1893, one of the causes being the over-production of goods and the saturation of the home market, and it was only by selling these surplus goods overseas that many firms had been able to survive and ride out the recession. Flint is calling for more opportunities for foreign trade and he wants the US to adopt a more international approach to trade, to search out new markets overseas, an argument used by imperialists. However, the reliability of the source is limited by the fact that Flint, as the head of a major shipping line, was arguing from the standpoint of his company which relied upon trade overseas to generate its income and profit. It was written by the head of a company which would benefit from increased overseas trade. Earlier economic depressions meant that increasing foreign trade was an imperative.	7

Question	Answer	Marks
13	Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge. • The source is from an article which appeared in ‘The Forum’ magazine in May 1897; the magazine specialised in political and economic matters. • It was written by Charles Flint who was the President of the American Clipper Line, so he would have good knowledge of overseas trade. • Flint states that the US was experiencing an economic recession and it was only overseas trade that had helped some firms from not closing as they had been able to sell their surplus goods overseas. • He states that the US needs to increase its involvement overseas and needs to search out new foreign markets. • He represents the views of American imperialists. • The reliability of the source is limited due to Flint being the President of a shipping company; his views could be one-sided. Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance. • The source argues that the US needs to search out new markets overseas. • Increased foreign trade must be the policy of the US. • It was written in May 1897 when the US economy was bad. Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content. • The US needs to trade. • It needs to sell goods overseas. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
14	Study Sources D and E. Why do these sources disagree about the involvement of foreign powers in China? Explain your answer using details from the sources <u>and</u> your knowledge. Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge. <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> Example response: The two sources project very contrasting views over the involvement of foreign powers in China. Source D reflects the pro-imperialist standpoint and Source E reflects the anti-imperialist standpoint, Source D representing the views of the imperial powers and Source E representing the views of the Chinese leadership. Source D is the view of John Hay, the US Secretary of State, who was arguing that the US has just as much right as the other imperial powers to have a 'Sphere of influence' in China; he talks about the urgent need for reform in Peking due to poor leadership; he wishes to protect the interests of US citizens in China and he believes that this could best be achieved by operating an 'Open Door' policy which would allow each imperial power to trade freely and on the same level. Source E projects a counter viewpoint; it is the opinion of the Empress Dowager who is arguing against any foreign involvement in China; she strongly opposes the idea of an 'Open Door' and a 'Sphere of influence' and she is issuing secret orders to all her Governors, Generals and Provincial Commanders to take action to push out the foreign invaders. Source D is a note issued by the US Secretary of State in September 1899 to each of the foreign powers involved in China and it is stating that the US now wants a slice of the cake, it wants to establish an 'Open Door' policy so that the US can trade on equal terms with the imperial powers operating in China; it demonstrates that the US favoured increased intervention in China. In contrast Source E represents the view of the Empress Dowager who is growing increasingly concerned with the intervention of foreign powers in China; unlike the US which was arguing for an 'Open Door', she wished to close the door and push out the foreign powers from China. The pro-imperialist and anti-imperialist political standpoint therefore help to explain why the two sources differ in their viewpoints.	10

Question	Answer	Marks
14	Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge. • The two sources reflect opposing views to foreign intervention, Source D being pro-imperialist and Source E being anti-imperialist. • Source D is arguing for the adoption of an ‘Open Door’ policy where all foreign powers have equal access to trade within China which would allow the US to acquire a ‘Sphere of influence’ in China to match the involvement of other imperial powers. • Source E is arguing for an end to foreign involvement in China; it is calling for action to be taken to push out the foreigners, and secret instructions have been issued to all Governors, Generals and Provincial Commanders to take action to carry out this command from the Empress Dowager. • Source D is the view of the US Secretary of State who calls for more opportunities to trade in China; Source E is the view of the Chinese ruler, the Empress Dowager, who wishes to push out foreign powers from China; Source D wants to open the door, Source E wants to close the door. Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance. • Source D is calling for an ‘Open Door’ policy to be established to allow the US to have more opportunity to trade freely with China, just like other foreign powers. • Source E is calling for an end to foreign involvement in China and to achieve this the Empress Dowager is issuing secret orders to her officials to take steps to carry out this wish. • The sources offer very contrasting views; one is arguing for more foreign involvement in China, the other is arguing against this, wishing to see foreign involvement removed.	

Question	Answer	Marks
14	Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance. • Source D believes the US has a right to trade in China just like other foreign powers. • Source E does not want foreign powers to be operating in China and wants to end their involvement in the country. • The sources are very different in their views. Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources. • The sources say very different things about China. • They do not agree. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
15	Study <u>all</u> the sources (A, B, C, D, E, F, and G). ‘The protection of its citizens abroad was the main reason the United States followed an imperialist foreign policy before 1901.’ To what extent do you agree? Explain your answer using details from <u>all</u> the sources and your knowledge. Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment. • Sophisticated analysis of source content from both sides of the hypothesis Yes – B, D, G No – A, B, C, D, E, F, G • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. Formulates a reasoned conclusion – some of the sources suggest that protection of its citizens was a very important factor; Source B does not refer to US policy explicitly but the outbreak of the Boxer Rebellion in China put foreigners, inferring US citizens too, in danger as the source describes how the Boxers targeted them and their property, to which the US reacted by sending troops to China to protect its citizens; Source D claims the US government wanted to ensure the interests of its citizens would not be prejudiced in China; Source G references the desire of the US government to protect American interests abroad and US citizens working overseas as a reason for imperialist expansion. However, some of the sources suggest other factors were responsible for the adoption of an imperialist foreign policy. Source A shows Uncle Sam defending the Monroe Doctrine; the sign saying ‘No Trespass. America for Americans’ is used to tell the other imperial powers not to intervene in the affairs of the American continent; Source B does not refer to US policy explicitly yet it might be argued that by establishing a sphere of influence the US actively endangered the lives of US citizens abroad; Source C puts forward the economic argument, that the US needed to look for new markets overseas if its economy was to grow, that US firms needed a	15

Question	Answer	Marks
15	bigger market to help sell their goods; it argues that the US needed to adopt an internationalist attitude to trade; Source D adopts the pro-imperialist standpoint, arguing that the US should be allowed the opportunity to trade in China on the same level as other imperial powers; it argues for an 'Open Door' policy relating to trade; Source E wishes to see a reduction in foreign trade, not an increase; it wishes to close the door to foreign intervention; Source F suggests reasons for the US annexation of Hawaii in 1898 and the list in the hand of Uncle Sam refers to economic and political reasons for the annexation – the island was peaceful, its industries were developing well which offered increased opportunities for the US to trade; Source G references other factors such as the closing of the frontier and expansion overseas being the next frontier; it also refers to the idea of Social Darwinism', the belief that the US needed to acquire territories overseas in order to stay healthy. The sources therefore reflect views to support and challenge the hypothesis. The answer has a supported and developed overall judgement. Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment. • More developed discussion of L4 content, knowledge and evaluation. • 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. Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation. • The sources offer a mixed set of viewpoints. • Some of the sources suggest that the protection of US citizens was a key factor; Source B comments on how foreigners, inferring US citizens too, were threatened by the actions of the Boxers who were anti-foreigners, causing the US to take action to protect them; Source G refers to the desire to protect American interests and American citizens living overseas. • Some of the sources suggest other factors were important; Source A shows how the US intended to uphold the Monroe Doctrine and protect its neighbours against imperialist powers; Source C puts forward an economic argument, the need of US industry to search out new markets overseas and adopt an internationalist policy; Source D calls for the adoption of an 'Open Door' policy in China to enable greater US involvement in trade; Source E show how the Chinese were not in favour of such expansion; Source F suggests economic reasons for the annexation of Hawaii; Source G puts forward the idea of Social Darwinism and the opening up of a new frontier as being key factors.	

Question	Answer	Marks
15	- Some of the sources offer one-sided viewpoints; Source A is very pro-American and anti-European imperialist; Source B is written from an American perspective; Source C is written by the head of a major shipping company so would be for expanding trade overseas; Source E is the view of the Empress Dowager who adopts an anti-west standpoint; Source F is pro-American, suggesting that Hawaii was ripe for the taking. Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content. - Some of the sources are supportive; Source B infers that US citizens were being threatened in China; Source G refers to the need to protect American interests/citizens abroad. - Some of the sources suggest other factors; Source A upholds the Monroe Doctrine; Source C puts forward economic reasons, the need to increase trade overseas; Source D argues for an 'Open Door' policy in China to provide the US with opportunities to trade; Source F suggests economic reasons to annex Hawaii; Source G refers to the ideals of Social Darwinism and the opening of a new frontier as being important factors. Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content. - Some of the sources support the hypothesis arguing that there was a need to protect American interests and American citizens living abroad, especially from threats. - Some of the sources refer to other factors as being important, such as the need for more trade with countries overseas, and the need to open up new markets. Level 1 (1–2 marks) Generalised comments with no/little support from the sources. - The US wanted to protect its people. - They liked getting involved. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

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

Question	Answer	Marks
16	Study Source A. What can you learn from this source about the methods used to encourage immigration to the United States in the 1950s? Explain your answer using details from the source <u>and</u> your knowledge. Level 4 (6 marks) Answers that demonstrate a developed understanding of source content/message, with good supporting knowledge. <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> Example response: The source, which is a poster produced in the early 1950s, indicates that the US government was taking active steps to encourage and promote immigration; it was produced by the US Employment Service in response to the need for cheap labour in the sugar plantations in states like Florida; the poster illustrates the attempts made to encourage workers from Mexico and the Caribbean to migrate to Florida to help harvest the sugar cane; it is targeted at adults, both men and women, aged between 18 and 60; to make the move sound attractive it references in bold text the attractive climate and its sunshine, and offers a range of incentives which include the promise of good wages, good living conditions, free housing and medical treatment, and travelling costs being paid for by the US government. The poster probably formed part of the Bracero Program which was an arrangement between the US government and the Mexican government and agricultural companies to encourage and support the immigration of Mexican farm workers who were needed to fill the labour shortage on the sugar cane plantations; the programme ran between 1942 and 1964 and resulted in the migration of thousands of Mexican workers; the source illustrates the methods used as part of this Bracero program to encourage the migration of cheap labour. Workers from the Caribbean were recruited primarily through the British West Indies temporary workers programme. They came predominantly from Jamaica and the Bahamas. Written in English, the poster was aimed at workers who were more likely to integrate into US society.	6

Question	Answer	Marks
16	Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some knowledge. • The source is a poster issued by the US Employment Service in the early 1950s. • It is an advert aimed at encouraging farm workers from Mexico and the Caribbean to migrate to Florida to work in the sugar cane plantations. • The poster records the incentives that were being offered to try and persuade farm labourers to migrate; these include the offer of good wages, free housing and medical care, and free transport to the US. • It is aimed at both men and women aged between 18 and 60. • The poster was probably linked to the Bracero program and the British West Indies temporary workers programme which were direct attempts to encourage the migration of Mexican farm workers. Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development. • It is an advert offering plenty of work in the sugar cane plantations of Florida. • It is aimed at farm workers from Mexico and the Caribbean. • It promises good wages, good living conditions and free travel to the US. • It shows that the US government wanted to encourage immigration. Level 1 (1 mark) Answers that offer a generalised comment with loose reference to the source. • It wants people to enjoy the Florida sunshine. • It is an advert. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
17	Study Source B. How useful is this source to a historian studying the American Indian Movement? Explain your answer using details from the source <u>and</u> your knowledge. Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of content and provenance. <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> Example response: The source is useful because it shows that by the late 1960s Native Americans were taking action to demand their rights and improve the quality of their lives. It states that in 1968 some Native Americans living in the region of Des Moines in Iowa were forming their own branch of the American Indian Movement (AIM). AIM had been founded in Minnesota earlier in 1968 to fight against the mistreatment of Native Americans by the police, to improve the prospects of jobs and to seek improvement in education and housing provision. The source is useful because it shows that branches of AIM were being formed outside of Minnesota, in this case in the neighbouring state of Iowa. The Des Moines branch had similar aims and the source records their desire to seek an improvement in housing provision, to provide better opportunities for the education of young Indians and to secure an improvement in employment opportunities. The source is useful in showing how, by the late 1960s, Native Americans were starting to take more direct action to secure improvements, they refer to themselves as ‘concerned Indian Americans’ who wished to secure the rights they were entitled to as ‘citizens of the United States’. However, it does not indicate how many Native Americans supported the movement, how many branches it had, or how successful it was in achieving these aims. Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of content and provenance. • It is useful because it is a statement issued by the Des Moines branch of the American Indian Movement in 1968. • It lists the aims of the Des Moines branch and what they hoped to achieve; these included the desire for improved housing provision, improved opportunities for education and employment. • The Des Moines branch was one of many branches of AIM, a movement which was set up in 1968 with similar aims. • The source shows how by the late 1960s Native Americans were growing increasingly concerned over their treatment and began to take active steps to secure improvements. • However, the source relates to only one branch and does not consider the AIM movement as a whole.	7

Question	Answer	Marks
17	Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance. • The source is useful because it lists the aims of the American Indian Movement and what they hoped to achieve. • It says that they wanted better housing, better education and the chance of more jobs. • It shows that Native Americans were now beginning to take action. Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content. • It talks about what was happening in Des Moines. • People want changes. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
18	Study Source C. How reliable is this source as evidence of the campaign to improve the rights of immigrant workers? Explain your answer using details from the source <u>and</u> your knowledge. Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of content, provenance and own knowledge. <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> Example response: The source is reliable because it is the opinion of a leading US Senator, Robert F. Kennedy, who was speaking during a visit to Delano in California in March 1968. As a member of the US Senate Labor Committee Kennedy was interested in workers' rights and was on a fact-finding mission to see why the strike by grape-pickers was lasting so long. It was already into its third year. It was organised by the National Farm Workers Association and was led by Cesar Chavez. In his speech Kennedy confirmed his support for the fight for justice for farmers and for Spanish-speaking American workers. He states that he was supportive of their long-running campaign to secure decent wages, decent housing, decent schooling and for improved opportunities. He concluded by stating that he was proud to stand with them in their campaign. The source shows the support for the campaign to improve the rights of immigrant workers, but it was a speech delivered by a leading Senator and this will impact its reliability. Kennedy was addressing an audience of striking workers and he was saying exactly what they wanted to hear; he was trying to give them encouragement to continue their fight. The source is very positive and supportive and this could impact upon its reliability. In 1968, JFK was campaigning for the Democratic nomination and his comments were intended to gain the support of the low paid. Level 3 (5–6 marks) Answers that evaluate the reliability of the source in terms of content, provenance and own knowledge. • The source is part of a speech delivered by Senator Robert Kennedy in Delano, California, in March 1968. • His audience was the striking grape-pickers and he was telling them what they wanted to hear. • He offered his support to their campaign for improved wages, housing and schooling; he said that he was proud to stand with them in their campaign. • Kennedy was interested in labour relations and wanted to visit the grape-pickers who were into the third year of their strike. • However, the reliability of the source can be questioned as it was a speech made by a politician delivered to a particular audience; he was telling the strikers exactly what they wanted to hear, that he supported their campaign; this one-sided commentary therefore limits its reliability.	7

Question	Answer	Marks
18	Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance. • The source is a speech by a US Senator who supports the striking grape-pickers. • He supports their campaign to demand better wages, housing and schooling. • However, it is a speech given by a politician so might not be accurate. Level 1 (1 mark) Answers that offer a generalised comment or paraphrase source content. • They are fighting to make things better. • A man is making a speech. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
19	Study Source D and E. Why do these sources differ in their opinion of the position of women in American society? Explain your answer using details from the sources and your knowledge. Level 5 (9–10 marks) Answers which explain similarity/difference based on developed use of content, provenance and knowledge. <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> Example response: The two sources contrast in their views over the position of women in American society because they represent views from two different decades and display a change of attitude over time; Source D represents the stereotypical view of a woman's role in the 1950s; it lists the requirements of the 'ideal woman'; she was expected to marry early and devote her time looking after the home, undertaking the weekly grocery shopping and being the mother to a large family; she was expected to be supportive of her husband, hosting dinner parties and socialising; she was also expected to undertake some voluntary work such as helping in the church, the school PTA and the Campfire Girls organisation; in this ideal image there is no place for her to have a job; Source E shows how, by the mid-1960s, women were becoming more politically active and with the growth of a second wave of feminism they were beginning to demand their rights for equality; 1966 saw the formation of the National Organisation for Women (NOW) which campaigned for women to be granted equal status and the enforcement of the rights they had. The two sources reflect the change in viewpoint that took place between the 1950s, a decade of conformity and conservative attitudes, and the 1960s, a decade of revolutions and of demand for social change. Source D is the view expressed in <i>Life</i> magazine in 1956 and stereotypes the 'ideal' housewife of that decade, while Source F spells out the aims of NOW, an organisation which called for women to establish their own careers and abandon their housewife role, becoming politically active in the quest to secure equality. The context of the social expectations of the times in which each source was produced therefore help to explain why they differ so sharply in their viewpoints.	10

Question	Answer	Marks
19	Level 4 (7–8 marks) Answers explain points of similarity/difference based on content and provenance with some knowledge. - Source D represents the stereotypical view of the ‘ideal’ woman of the 1950s; she is a housewife who devotes her life to looking after the home, bringing up the children and being supportive of her husband and his career; in any free time she undertook volunteer work in the church or in the PTA. - Source E spells out the aims of NOW which was established in 1966; it states that NOW wanted to secure equality for women in society and in the workplace; NOW formed part of the feminist movement which developed from the mid-1960s onwards; it wanted to break away from the ideal housewife image of the 1950s. - Source D represents the stereo-typical attitude of women in the 1950s as the housewife and mother who was not given the same opportunities as men; this contrasts with Source E where during the 1960s women became more politically active, setting up NOW in 1966 with the specific aim to demand equality for women; the sources illustrate changing attitudes over time. Level 3 (5–6 marks) Answers identify points of similarity/difference based on content and provenance. - Source D represents the views held in 1950s America; women were expected to get married and spend their time looking after the home, bringing up the children and doing volunteer work. - Source E represents the changing viewpoints emerging in the 1960s; it shows how women were now beginning to organise themselves to demand change; they formed NOW in 1966 to fight for equality. - The sources show changing attitudes over time; Source D is the view of 1950s conservative America; Source E records the growth of feminism and active campaigning for change which took place in the 1960s.	

Question	Answer	Marks
19	Level 2 (3–4 marks) Answers identify points of similarity/difference based on content or provenance. • Source D believes that women should be good wives and mothers, and have many children. • Source E believes that women have the same rights as men and should have equal access in all areas. • The sources show two contrasting attitudes. Level 1 (1–2 marks) Answer which offers generalised comments with limited reference to sources. • Women spent their time at home. • Some women were not treated fairly. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	

Question	Answer	Marks
20	Study <u>all</u> the sources (A, B, C, D, E, F, and G). ‘In the 1950s and 1960s, minority groups and women led the efforts to improve their own civil rights and opportunities.’ To what extent do you agree? Explain your answer using details from <u>all</u> the sources <u>and</u> your knowledge. Level 6 (15 marks) Balanced two-sided response based on detailed content, knowledge and evaluation, with a well-supported and developed overall judgment. • Sophisticated analysis of source content from both sides of the hypothesis Yes - B, C, E, G No - A, C, D, F • Supporting knowledge to expand upon source content. • Evaluation of authorship – detects bias and the reasons for it. • Formulates a reasoned conclusion – many of the sources confirm that minority groups and women led the efforts to improve their own civil rights and opportunities during the 1950s and 1960s; Source B shows that as late as 1968 Native Americans felt the need to set up AIM to demand civil rights and fair treatment; they felt that during the 1950s and 1960s their position had not improved and for some life had got harder; Source C focuses on the hardships of migrant farm workers (Mexicans) who had been promised good pay and good living and working conditions (as shown in Source A) but in reality this was not the case; their working conditions were harsh and their pay low, hence the grape-pickers of Delano had gone on strike showing ‘long and patient commitment’; Source E refers to the second wave of feminism that emerged in the 1960s; a key development was the formation of NOW in 1966 which pushed forward demands for equality and a change of attitude towards women; Source G outlines how the 1960s was a decade which saw minority groups like Mexican Americans and Native Americans demanding rights, and women becoming more politically active. However, some sources indicate that efforts to improve civil rights and opportunities for minority groups and women were led by others. Source A is an advert which attempts to encourage farm workers from Mexico and the Caribbean to migrate to Florida with the promise of good pay and good living conditions. This shows the efforts made by the US Employment Service. Source C shows how the grape-pickers’ cause was being backed by some senior politicians such as Senator Robert Kennedy;	15

Question	Answer	Marks
20	Source F illustrates President Johnson signing the Indian Civil Rights Act in 1968 which granted Native American tribes equal protection under the Bill of Rights. Source D highlights the conservative attitudes that dominated the 1950s; women were expected to be the wife, mother to many children and homemaker, any free time spent in volunteer work in the church and PTA and indicates that the women described would not take a lead in efforts to improve their rights and opportunities. The sources therefore reflect views to support and challenge the hypothesis. The answer has a supported and developed overall judgement. Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good content, knowledge and evaluation, with a supported overall judgment. • More developed discussion of L4 content, knowledge and evaluation. • Formulates a conclusion – the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed. Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either knowledge or evaluation. • The sources offer a mixed set of viewpoints. • Some of the sources suggest that minority groups and women led efforts to improve their own civil rights and opportunities; Source B refers to the setting up of AIM in 1968, highlighting the plight of Native Americans who were now demanding equality and protection of their lifestyles; Source C refers to the strike by migrant grape-pickers in Delano who were demanding better pay and better working and living conditions; Source E outlines the growth of feminism in the 1960s as witnessed through the setting up of NOW in 1966 to demand equality; Source G refers to the efforts of minorities and women in the 1960s.	

Question	Answer	Marks
20	- Some of the sources suggest that efforts were led by others; Source A shows that the US Employment Service backed efforts to provide opportunities for migrant Mexican and Caribbean farm workers; Source C shows Kennedy was prepared to support the strikers in Delano; Source F shows President Johnson signing the Indian Civil Rights Act in 1968; Source D refers to the fact that in the 1950s women did not occupy the same status as men, they were expected to marry, have children and spend their time looking after the home. - Some of the sources offer one-sided viewpoints such as Source A which is an advertisement designed to sell a positive message; Source C is a speech by a Senator who is very supportive of the strike action; Source D is a stereotypical view of women and very idealised; Sources B and E are the policy statements of new movements demanding change. Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on source content. - Some sources say minority groups and women led efforts to improve their rights and opportunities; Source B says Native Americans felt they were not treated fairly and so formed AIM; Source C shows how migrant grape-pickers were forced to go on strike due to low pay and poor living and working conditions; Source E shows the growth of feminism in the 1960s with the setting up of NOW; Source D shows how women were not treated equally during the 1950s; Source G talks about the efforts of minorities and women. - Some sources suggest efforts were led by others; Source A shows how a State Department took the initiative; Source C shows JFK making an effort to help minority groups; Source F shows the President signing the Indian Civil Rights Act in 1968.	

Question	Answer	Marks
20	Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content. - Some sources confirm that minority groups and women did lead efforts to improve their rights and opportunities. - Some sources suggest that efforts to improve the lot of minorities and women were led by others. Level 1 (1–2 marks) Generalised comments with no/little support from the sources. - People were struggling. - They wanted different things. Level 0 (0 marks) No valid response. <i>Other valid responses should be credited.</i>	