



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

AMERICAN HISTORY

0409/02

Paper 2 Depth Study

For examination from 2018

MARK SCHEME

Maximum Mark: 45

Specimen

This document consists of **31** printed pages and **1** blank page.

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

Subject Specific Guidance

The indicative content included in the mark scheme is not exhaustive and valid alternative answers should be accepted.

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

Question	Answer	Marks
1	<p>Study Source A.</p> <p>What can you learn about how people traveled west? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of the source content/message, with good supporting contextual knowledge.</p> <ul style="list-style-type: none"> • People traveled together (many wagons in a circle), so they were well organized/to defend themselves against Native Americans and wild animals. • People took their livestock with them (cattle heading to water) because they would be essential for farm work further west. • People set off on the Oregon Trail from the town of Independence in Missouri. <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some contextual knowledge.</p> <ul style="list-style-type: none"> • People traveled together (many wagons in a circle), so they were well organized. • Many people had used the trail (hundreds scratched their names in the Rock), so it was well established. <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> • People traveled together. • People took their livestock with them. <p>Level 1 (1 mark) Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none"> • People used the Oregon Trail to travel west. <p>Level 0 (0 marks) No valid response.</p>	6

Question	Answer	Marks
2	<p>Study Source B.</p> <p>How useful is this source to a historian studying the dangers facing travelers on the Oregon Trail? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of its content and provenance.</p> <ul style="list-style-type: none"> • The account provides an example of the dangers facing travelers along the Oregon Trail—possible attacks by Native Americans and the importance of being protected through Snake River country by the US Army. • The account is an isolated event and does not provide the full picture—many groups did make the journey with little or no incident. • It is an eye-witness account that was published in a newspaper in 1860; it is critical of the role of the US Army. • It may be biased and it only provides one side to the story. • It is limited as it is biased—critical of the US army; it only provides one side of the story. <p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of its content and provenance.</p> <ul style="list-style-type: none"> • The account mentions an attack 50 miles south of Salmon Falls and further attacks. • It refers to the failure of the US Army dragoons to protect the party. • It provides a date, September 9, but it does not give the year. • It is written by a person who was in the party and survived the experience; the person is biased in their view. • The source only comments about the hardships and does not refer to those who completed the Oregon Trail with minor/no setbacks. <p>Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The account mentions many dangers facing travelers. • It describes the effects of attacks by tribes of Native Americans. • The source was written by a person who was in the party. <p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase the source content.</p> <ul style="list-style-type: none"> • The party was attacked by Native Americans. <p>Level 0 (0 marks) No valid response.</p>	7

Question	Answer	Marks
3	<p data-bbox="304 237 536 271">Study Source C.</p> <p data-bbox="304 304 1283 405">How reliable is this source as evidence of the types of people who moved west? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p data-bbox="304 443 549 477">Level 4 (7 marks)</p> <p data-bbox="304 479 1291 580">Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <ul data-bbox="304 613 1326 1093" style="list-style-type: none"> <li data-bbox="304 613 1326 714">• The source describes a common scene—Independence was the starting off point for many wagon trains heading west; wagon trains were becoming increasingly common and some were very large. <li data-bbox="304 716 1326 817">• The origin of the source is “<i>The Expositor</i>” newspaper; it is the local newspaper for Independence and will project a positive image; the town exists because of the trails west. <li data-bbox="304 819 1326 920">• The account shows that people traveled together in groups; it included families (ref. to women and children) migrating to start a new life out west. <li data-bbox="304 922 1326 992">• The account tends to glorify the journey west, presenting a rosy picture; it projects a happy atmosphere. <li data-bbox="304 994 1326 1093">• The source is reliable to an extent—it provides useful eye-witness testimony of migration west in the 1840s but it might be exaggerated in the way it is written. <p data-bbox="304 1126 580 1160">Level 3 (5–6 marks)</p> <p data-bbox="304 1162 1246 1229">Answers that consider the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <ul data-bbox="304 1263 1326 1565" style="list-style-type: none"> <li data-bbox="304 1263 1326 1332">• The source provides information on how the wagon trains were made up—many wagons; families traveling together; taking animals with them. <li data-bbox="304 1335 1326 1426">• The source provides reliable information of how the wagon trains were organized—each wagon pulled by six or eight oxen; over 2000 people in each wagon train and hundreds of animals. <li data-bbox="304 1429 1326 1565">• The source is an eye-witness account of what took place at Independence; it is dated 1845 when the Oregon Trail was becoming established as a suitable route west; it projects a very positive impression of the migration west. <p data-bbox="304 1599 580 1632">Level 2 (2–4 marks)</p> <p data-bbox="304 1635 1305 1702">Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul data-bbox="304 1736 1315 1901" style="list-style-type: none"> <li data-bbox="304 1736 1315 1805">• The source provides information on how the wagon trains were made up—many wagons; families traveling together; taking animals with them. <li data-bbox="304 1807 1315 1901">• The source is an eye-witness account of what took place at Independence; it is taken from the local newspaper for the town “<i>The Expositor</i>”. 	7

Question	Answer	Marks
3	<p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase the source content.</p> <ul style="list-style-type: none">• Many people made the journey.• There were many wagons. <p>The source comes from the local paper "<i>The Expositor</i>".</p> <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
4	<p data-bbox="304 232 639 264">Study Sources D and E.</p> <p data-bbox="304 304 1318 369">Why do these sources differ in their accounts of the Donner Party? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p data-bbox="304 409 596 441">Level 5 (9–10 marks) Answers which explain points of difference based on source content, provenance and good contextual knowledge.</p> <ul data-bbox="304 546 1326 920" style="list-style-type: none"> • Sources D and E present contrasting accounts of the experiences of the Donner Party—one from the beginning of the journey and the other recounting the end of the journey. • Source D was written early in the journey when the party had experienced no real hardships and they had great hope of succeeding. • Source E recounts the search made by Edwin Bryant to find out why the Donner Party had not reached California; he found the remains of the party and later published his journal (1848) providing evidence of cannibalism; the party had become trapped in the Sierra Nevada due to bad weather. • Source E is a later reflection published in 1848, while Source D is a letter written in June 1846 before bad weather set in. <p data-bbox="304 960 580 992">Level 4 (7–8 marks) Answers explain points of difference based on source content and provenance with some contextual knowledge.</p> <ul data-bbox="304 1097 1310 1404" style="list-style-type: none"> • Source D talks about how life on the trail was good, the traveling was along established roads, and they had plenty of food. • Source E tells the opposite story; the party had been unable to continue their journey; they had run out of food; the bodies showed signs of famine; there were bones around the cabin. • Both sources were written by eye witnesses to the events; Edwin Bryant had gone on ahead and survived and later returned to look for any survivors; the other was a letter written by Tamsen Donner who had not survived. <p data-bbox="304 1444 580 1476">Level 3 (5–6 marks) Answers identify points of difference based on source content and provenance.</p> <ul data-bbox="304 1581 1305 1787" style="list-style-type: none"> • Source D talks about how life on the trail was good, the traveling was easy, and they had plenty of food. • Source E tells the opposite story; the party had been unable to continue their journey and they had run out of food. • Both sources were written by eye witnesses to the events. • Both provide primary evidence about experiences on the Oregon Trail. <p data-bbox="304 1827 580 1859">Level 2 (3–4 marks) Answers identify points of difference based on source content or provenance.</p> <ul data-bbox="304 1924 1294 2065" style="list-style-type: none"> • Source D describes how things were going well for the party. • Source E describes how things had turned out badly for the party. • Both sources were written by people who had traveled with the Donner Party. 	10

Question	Answer	Marks
4	<p>Level 1 (1–2 marks) Answer which offers generalized comments with limited reference to the sources.</p> <ul style="list-style-type: none">• The sources describe the experiences of the Donner Party. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
5	<p>Study <u>all</u> the sources.</p> <p>“Life on the Oregon Trail was always hard.” To what extent do you agree? Explain your answer using details from Sources A–G <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed source content, contextual knowledge and evaluation, with a supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the argument Yes = Sources A, B, E, G No = Sources A, C, D, F. • Supporting knowledge to expand upon source content. • Evaluation of authorship—detects bias and reasons for it. • Formulates a reasoned conclusion—the experience of the journey was dependent upon many factors such as the weather; time of year setting out from Independence; meeting with hostile Native American tribes; shortages of food; the sources reflect views from both sides of the argument. <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good source content, contextual knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> • More developed discussion of L4 content, knowledge and evaluation. • Formulates a conclusion—the information given in the sources can be biased and therefore the overall view will be dependent on which sources have been viewed. <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either contextual knowledge or evaluation.</p> <ul style="list-style-type: none"> • The sources offer a mixed set of viewpoints. • Some of the sources confirm that life was hard and the travelers had to face many obstacles; attacks made on them in Snake River country by Native Americans (B); the Donner Party getting trapped in the Sierra Nevada during the winter (E). • Some sources comment on the positives; good weather, a well-worn route, grazing land for animals during the early part of the journey after leaving Independence (D); Oregon Fever caused people to pull together with community spirit prior to leaving Independence (C); romantic image of trail (F). • Many of the sources offer biased viewpoints such as (B) written by Utter-Van Ornum who had experienced an attack; a local newspaper based in Independence (C), and a very romantic painting of travelers on the Oregon Trail (F). <p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak contextual knowledge and/or evaluation; or</p>	15

Question	Answer	Marks
5	<p>Weak two-sided response supporting and rejecting the statement based on the source content.</p> <ul style="list-style-type: none"> • Some sources describe specific hardships experienced by travelers; attacks made on them by Native Americans (B); getting trapped in the mountains during the winter (E). • Some sources comment on the positives; good weather, a well-worn route, grazing land for animals (D); Oregon Fever caused people to pull together with community spirit (C). • Many of the sources offer biased viewpoints such as (B), (C) and (F). <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> • Several of the sources comment that the journey was hard and refer to such hardships as attacks by Native Americans, bad weather. • Several of the sources disagree and say that the experience was pleasurable, the route followed was well used, and they made good progress each day. <p>Level 1 (1–2 marks) Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • The journey was difficult and travelers had to face many problems/obstacles. • Some travelers experienced few problems and had good weather during their journey. <p>Level 0 (0 marks) No valid response.</p>	

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

Question	Answer	Marks
6	<p>Study Source A.</p> <p>What is the message of this source? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of the source content/message, with good supporting contextual knowledge.</p> <ul style="list-style-type: none"> • The source comes from a leaflet “Household Hints” issued by the Women’s Anti-Suffrage Association of Massachusetts—they believed in the traditional view of the roles of men and women. • The source is critical of the campaign by women to get the vote and suggests the battle is not necessary; women can be fulfilled through their domestic duties. <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some contextual knowledge.</p> <ul style="list-style-type: none"> • The vote would not make any difference to the role of women (ballot not needed to clean the sink). • Women should concentrate their efforts on looking after the home and domestic duties rather than campaigning to get the vote. <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> • Women’s position was in the home (to cook, clean, and look after the husband and their children). • The source believes in the traditional role of women—housewives and good mothers. <p>Level 1 (1 mark) Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none"> • It tells women how to run their household. <p>Level 0 (0 marks) No valid response.</p>	6

Question	Answer	Marks
7	<p data-bbox="304 237 536 271">Study Source B.</p> <p data-bbox="304 304 1310 405">How accurately does this source reflect the views of women toward the women’s suffrage movement? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p data-bbox="304 443 549 477">Level 4 (7 marks)</p> <p data-bbox="304 479 1310 580">Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <ul data-bbox="304 618 1310 958" style="list-style-type: none"> <li data-bbox="304 618 1310 712">• The source presents a one-sided viewpoint; it concentrates on the reasons why women should not have the vote and does not refer to the arguments used by those women campaigning for the vote. <li data-bbox="304 719 1310 813">• The source therefore does not accurately reflect the views of women toward the women’s suffrage movement—only a section of a female population. <li data-bbox="304 819 1310 958">• The fact that the letter appeared in “<i>The New York Times</i>” in 1915 illustrates how important the campaign for women’s suffrage was becoming, especially in New York and other cities; it was a popular news story. <p data-bbox="304 996 580 1030">Level 3 (5–6 marks)</p> <p data-bbox="304 1032 1246 1099">Answers that consider the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <ul data-bbox="304 1137 1310 1373" style="list-style-type: none"> <li data-bbox="304 1137 1310 1232">• The source provides information on opposition groups who were against women’s suffrage; this group believes men and women have different roles and responsibilities in life; politics should be left to men. <li data-bbox="304 1238 1310 1373">• The source is a letter written by the leader of the Association Opposed to Woman Suffrage in 1915; it is biased and illustrates the arguments used by the anti-suffrage campaign; it was published in “<i>The New York Times</i>” when the arguments over women’s suffrage were becoming more vocal. <p data-bbox="304 1411 580 1444">Level 2 (2–4 marks)</p> <p data-bbox="304 1447 1302 1514">Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul data-bbox="304 1552 1310 1753" style="list-style-type: none"> <li data-bbox="304 1552 1310 1646">• The source provides information on how some women set up an opposition group to oppose the campaign for women’s suffrage; this group believes men and women have different roles and responsibilities in life. <li data-bbox="304 1653 1310 1753">• The source is an extract from a letter written by the leader of the Association Opposed to Woman Suffrage in 1915; it is biased in its viewpoint. <p data-bbox="304 1792 533 1825">Level 1 (1 mark)</p> <p data-bbox="304 1827 1310 1861">Answers that offer a generalized comment or paraphrase the source content.</p> <ul data-bbox="304 1899 1254 1966" style="list-style-type: none"> <li data-bbox="304 1899 1254 1933">• Opposition to the women’s suffrage movement was present in 1915. <li data-bbox="304 1939 1254 1966">• Some women did not want the vote to be given to females. <p data-bbox="304 2004 549 2038">Level 0 (0 marks)</p> <p data-bbox="304 2040 549 2067">No valid response.</p>	7

Question	Answer	Marks
8	<p>Study Source C.</p> <p>How useful is this source to a historian studying methods used by the women’s suffrage movement? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of its content and provenance.</p> <ul style="list-style-type: none"> • The source provides an example of one of the methods used by women’s suffrage groups in their campaign to obtain the right to vote—marches/processions. • It displays only one method and provides no information on the other methods used—petitioning, speeches, use of the press, lobbying of politicians. • It is a biased source that projects a very positive image; it only projects one side of the campaign over women’s suffrage. <p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of its content and provenance.</p> <ul style="list-style-type: none"> • The source presents this procession in Washington in March 1913 as an important event—the women are dressed as heralds proclaiming their cause. • It is the official leaflet produced by a group who campaigned for votes for women so it is not a balanced view. • The source has its limitations—it is biased in the way it portrays the event as a splendid/important occasion; it does not tell us about other methods used by women in their campaign. <p>Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • The source shows a march organized by the Women’s Suffrage Movement in Washington in March 1913. • The picture is part of the cover of the program for the march. • It is useful as it shows that marching was a method used by women in their campaign to gain the vote. <p>Level 1 (1 mark) Answer that offer a generalized comment or paraphrase the source content.</p> <ul style="list-style-type: none"> • It shows a march organized by women’s suffrage groups in March 1913. <p>Level 0 (0 marks) No valid response.</p>	7

Question	Answer	Marks
9	<p data-bbox="308 237 639 271">Study Sources D and E.</p> <p data-bbox="308 309 1318 409">To what extent do Sources D and E agree about the involvement of working-class women in the women’s suffrage movement? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p data-bbox="308 445 596 479">Level 5 (9–10 marks)</p> <p data-bbox="308 479 1187 546">Answers which explain points of similarity based on source content, provenance and good contextual knowledge.</p> <ul data-bbox="308 582 1326 994" style="list-style-type: none"> • Sources D and E present contrasting accounts of the importance of working-class women to the suffrage movement—one representing the viewpoint of someone who wanted the involvement of all classes and the other from a narrow middle-class viewpoint. • Source D was published in the <i>“Women’s Journal and Suffrage News”</i> in June 1911, a magazine read by women who wanted to obtain the vote. • Source E was the account of a female trade union delegate who attended a suffrage meeting in 1913 and felt out of place as the convention was dominated by middle-class women who adopted a biased standpoint. • The two sources therefore illustrate contrasting viewpoints toward working-class women within the suffrage movement but agree that the suffrage movement was dominated by middle-class women. <p data-bbox="308 1030 580 1064">Level 4 (7–8 marks)</p> <p data-bbox="308 1064 1318 1131">Answers explain points of similarity based on source content and provenance with some contextual knowledge.</p> <ul data-bbox="308 1167 1318 1476" style="list-style-type: none"> • Source D talks about the importance of getting working-class women involved in the suffrage movement. • Source E talks about the failure of the movement to consult with its working class members; the movement is run by middle-class women. • Both sources represent the views of women; Miss Ashley (Source D) is a wealthy city attorney and a socialist who values the views of her working-class colleagues; Margaret Hinchley (Source E) is a working-class trade union activist who felt out of place in the convention dominated by middle-class women who ignored her views. <p data-bbox="308 1512 580 1545">Level 3 (5–6 marks)</p> <p data-bbox="308 1545 1318 1579">Answers identify points of similarity based on source content and provenance.</p> <ul data-bbox="308 1615 1318 1892" style="list-style-type: none"> • Source D says that it is important to get working-class women to join the movement to make it more powerful. • Source E says that the movement does not really care about the views of working class women; it is a movement dominated by middle-class women. • Both sources represent the views of women involved in the suffrage campaign; they provide differing viewpoints on the involvement of working-class women in the movement. 	10

Question	Answer	Marks
9	<p>Level 2 (3–4 marks) Answers identify points of similarity based on source content or provenance.</p> <ul style="list-style-type: none"> • Source D describes how there is a need to get working-class women involved in the suffrage movement. • Source E describes how working-class women are not consulted and their views are not taken into account. • Both sources were written by women involved in the suffrage movement. <p>Level 1 (1–2 marks) Answer which offers generalized comments with limited reference to the sources.</p> <ul style="list-style-type: none"> • The sources describe the attitudes toward working-class women in the women’s suffrage movement. • They say different things about working-class women. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
10	<p>Study all the sources.</p> <p>“The women’s suffrage movement did not unite women behind their cause.” To what extent do you agree? Explain your answer using details from Sources A–G <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed source content, contextual knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the argument Yes = A, B, D, E No = C, D, F, G. • Supporting knowledge to expand on source content. • Evaluation of authorship—detects bias and the reasons for it. • Formulates a reasoned conclusion—the movement had its supporters and its opponents among women of all classes; there was more support for the cause at particular times and in particular regions (Western states); for much of the period it was a movement dominated by middle-class activists who struggled to engage the working class to take up the cause. <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good source content, contextual knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> • More developed discussion of L4 content, knowledge and evaluation. • Formulates a conclusion—the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed. <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either contextual knowledge or evaluation.</p> <ul style="list-style-type: none"> • The sources offer a mixed set of viewpoints. • Some of the sources confirm that the suffrage movement was not united in its cause; some represent anti-suffrage views such as (B), which commented that men and women have different roles in society; (A) upholds the traditional role of women as housewives and mothers who look after the domestic issues; the movement is dominated by middle-class women who are not really interested in the views of working-class women (E). • Congressional Union split from NAWSA in 1913; NAWSA dominated by middle-class women. • Some sources suggest that there was more widespread support for the suffrage cause; women went on marches to the capital (C); they petitioned Congress (F); recognition by middle class of importance of the working class and the need to involve them (D); progress had been made in 12 states by 1914 and women from all social backgrounds had united behind a common cause (G). 	15

Question	Answer	Marks
10	<ul style="list-style-type: none"> • Many of the sources offer biased viewpoints such as (B), written by the President of the Association Opposed to Woman Suffrage; (A) article from “Household Hints” written by the Women’s Anti-Suffrage Association of Massachusetts. <p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak contextual knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on the source content.</p> <ul style="list-style-type: none"> • Some of the sources comment on how the working classes had little involvement; their views were seldom consulted (E); the anti-suffrage movement believed in traditional roles (B). • Some sources suggest widespread support for the cause; 500 000 signatures on a petition to Congress (F); a march on Washington organized by women’s suffrage groups to call for the vote to be given to women (C). • Many of the sources offer biased viewpoints such as (A), (B), and (E). <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> • Some of the sources suggest the suffrage movement did not unite women behind its cause; middle-class women did most of the campaigning. • Some of the sources disagree and give the impression that many women supported the cause of women’s suffrage; they went on marches and signed petitions. <p>Level 1 (1–2 marks) Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • The movement was not united. • Some women campaigned for the right to vote; other women opposed this. <p>Level 0 (0 marks) No valid response.</p>	

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

Question	Answer	Marks
11	<p>Study Source A.</p> <p>What can you learn about the situation in Cuba in the 1890s? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of the source content/message, with good supporting contextual knowledge.</p> <ul style="list-style-type: none"> • The Cubans resented being ruled by the Spanish. • Extent of the insurgency—rebellion against Spanish rule seemed a distinct possibility. • Corruption of the Spanish government—Senator Proctor spoke of the worst mismanagement he had come across. • The United States declared war on Cuba in April 1898. <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some contextual knowledge.</p> <ul style="list-style-type: none"> • The divide between the Cubans and Spanish was “clear-cut”. • Those who favored compromise (prominent businessmen) had no confidence that peace could be achieved. • The Cuban population wanted “freedom” and they would accept nothing less. <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> • The two sides in dispute were the Cuban population and the Spanish. • There was no common ground between the two sides. • The Cuban population wanted nothing to do with the Spanish. <p>Level 1 (1 mark) Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none"> • It was difficult to resolve the situation. <p>Level 0 (0 marks) No valid response.</p>	6

Question	Answer	Marks
12	<p data-bbox="308 237 536 271">Study Source B.</p> <p data-bbox="308 304 1289 405">How useful is this source to a historian studying US support for the Cuban rebels? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p data-bbox="308 443 547 477">Level 4 (7 marks)</p> <p data-bbox="308 479 1289 544">Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of its content and provenance.</p> <ul data-bbox="308 580 1318 958" style="list-style-type: none"> • As president since 1893 Cleveland was well informed about the revolt in Cuba and the response in the United States. • As retiring president the speech was an opportunity to outline his views on the Cuban crisis for the politicians, public, and new president. • The tone is matter of fact but suggests that considerations of humanity will put pressure on the United States to consider intervention to help the Cuban rebels. • The source is therefore useful as it is the view of the president, who possessed good intelligence about what was going on in Cuba. • A limitation is that the speech represents the “official view” the president wants to project; it is a biased viewpoint. <p data-bbox="308 994 580 1028">Level 3 (5–6 marks)</p> <p data-bbox="308 1030 1281 1095">Answers that consider the utility and limitations of the source in terms of its content and provenance.</p> <ul data-bbox="308 1131 1318 1442" style="list-style-type: none"> • The impact of the Yellow Press. • Activities of Cuban exiles in organizing meetings, pressing politicians. • Details about actual involvement of US citizens in Cuba. • Popular support was such that some Americans fought for the rebels and demands were made that the United States intervene. • The US President is attempting to sum up the situation in Cuba and is saying that US involvement might be necessary. • The president will put forward his view which will be biased which impacts upon usefulness. <p data-bbox="308 1478 580 1512">Level 2 (2–4 marks)</p> <p data-bbox="308 1514 1257 1579">Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul data-bbox="308 1615 1281 1823" style="list-style-type: none"> • The Cuban cause was discussed in the press and public meetings. • Cubans living in the United States raised funds to buy arms to send to Cuba. • Encouragement from Americans to help those wishing for a freer government. • This was a speech made by President Cleveland to the US Congress. <p data-bbox="308 1859 531 1892">Level 1 (1 mark)</p> <p data-bbox="308 1895 1310 1928">Answers that offer a generalized comment or paraphrase the source content.</p> <ul data-bbox="308 1964 1102 1998" style="list-style-type: none"> • The United States helped the rebel cause in many ways. <p data-bbox="308 2033 547 2067">Level 0 (0 marks)</p> <p data-bbox="308 2069 547 2103">No valid response.</p>	7

Question	Answer	Marks
13	<p data-bbox="308 237 536 271">Study Source C.</p> <p data-bbox="308 304 1326 405">How accurately does this cartoon portray political opinions about US intervention in Cuba? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p data-bbox="308 443 547 477">Level 4 (7 marks)</p> <p data-bbox="308 479 1310 580">Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <ul data-bbox="308 618 1302 891" style="list-style-type: none"> • Popular press was inclined to favor war and to inflame opinion. • Provides a fair reflection of McKinley’s position. • Misleading impression that all politicians favored war (Democrats and others were more cautious than Republicans). • The source has only limited reliability—it was published in a newspaper to highlight the political tensions surrounding the Cuban problem. • Cartoons exaggerate the situation—it suggests that war will be the outcome of the pending explosion. <p data-bbox="308 929 579 963">Level 3 (5–6 marks)</p> <p data-bbox="308 965 1246 1028">Answers that consider the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <ul data-bbox="308 1066 1302 1339" style="list-style-type: none"> • Impact of vocal individual congressmen such as Henry Cabot Lodge. • Republican Party favored intervention. • McKinley preferred to stay out of the war. • The cartoon shows the political tension that existed in the US Congress over events in Cuba; the cartoonist is attempting to highlight the seriousness of the debate; it exaggerates the tension. • The cartoon appeared in the “<i>Minneapolis Tribune</i>” following a key debate in the Senate in March 1898 about US policy toward Cuba. <p data-bbox="308 1377 579 1411">Level 2 (2–4 marks)</p> <p data-bbox="308 1413 1302 1476">Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul data-bbox="308 1514 1270 1686" style="list-style-type: none"> • The politicians in Congress wanted war (clouds of steam). • Reed and McKinley are struggling to contain the steam (details). • The caption indicates that the pressure from the politicians is building and the president will have to find a way to defuse the pressure. • The cartoon appeared in the “<i>Minneapolis Tribune</i>” newspaper. <p data-bbox="308 1724 531 1758">Level 1 (1 mark)</p> <p data-bbox="308 1760 1310 1787">Answers that offer a generalized comment or paraphrase the source content.</p> <ul data-bbox="308 1825 1206 1928" style="list-style-type: none"> • The cartoon shows Reed and McKinley on the roof of Congress. • Reed is sitting on the “Congressional safety valve”. • The source comes from a newspaper. <p data-bbox="308 1966 547 2000">Level 0 (0 marks)</p> <p data-bbox="308 2002 547 2029">No valid response.</p>	7

Question	Answer	Marks
14	<p>Study Sources D and E.</p> <p>Why do these sources differ in their accounts of the sinking of the USS Maine? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p>Level 5 (9–10 marks) Answers which explain points of difference based on source content, provenance and good contextual knowledge.</p> <ul style="list-style-type: none"> • Both sources are contemporary to the event; both are newspaper reports; they appeared in investigative New York newspapers; both reported the story on February 17, 1898; both put forward theories about how the USS Maine came to sink. • The sources provide contrasting theories on how the USS Maine came to sink. • Source D is from “<i>The New York Times</i>” and concludes that there is little evidence but to conclude that the sinking was an accident; it discounts the idea that it was a deliberate sinking. • Source E has a dramatic headline concluding that that sinking was “the work of an enemy”; it was a deliberate sinking and that view is held by an Assistant Secretary of the Navy—Theodore Roosevelt; the paper offers a reward for information on those involved. • The accounts differ because newspapers have different audiences and they attempt to portray different interpretations in order to sell their papers. • Provides own knowledge of the event—details about the explosion; denials of the Spanish; response of US politicians. <p>Level 4 (7–8 marks) Answers explain points of difference based on source content and provenance with some contextual knowledge.</p> <ul style="list-style-type: none"> • Both sources report on the sinking of the USS Maine and both were printed in New York newspapers on the same day. • They offer contrasting reasons for the sinking of the USS Maine. • Source D makes the point that it was an accident and there is no evidence to suggest Spanish or Cuban involvement; it says that the ship’s ammunition exploded. • Source E believes the sinking was deliberate and was an act of sabotage by the Spanish; this was the view held by some US politicians. • Source D has a bland heading whereas Source E has a dramatic headline “the work of an enemy”. • Newspapers often cover stories differently. • Some knowledge provided—denials of Spanish; reaction of US politicians. <p>Level 3 (5–6 marks) Answers identify points of difference based on source content and provenance.</p> <ul style="list-style-type: none"> • Both sources report on the sinking of the USS Maine; both appeared in newspapers. 	10

Question	Answer	Marks
14	<ul style="list-style-type: none"> • The two accounts offer conflicting reasons for the sinking of the USS Maine. • Measured headline in Source D, sensational in Source E. • Source D makes the point that it was an accident and there is no evidence to suggest Spanish or Cuban involvement. • Source E believes the sinking was deliberate and was an act of sabotage by the Spanish. • Source D has a bland heading whereas Source E has a dramatic headline “the work of an enemy”. <p>Level 2 (3–4 marks) Answers identify points of difference based on source content or provenance.</p> <ul style="list-style-type: none"> • Source D suggests that the sinking was an accident. • Source E believes in was not an accident but deliberate sinking. • Details uncertain in D; E implies facts known. • Spaniards incapable of the deed in D whereas E accepts they were. • Both reports appeared in newspapers published in New York on the same day, February 17, 1898. <p>Level 1 (1–2 marks) Answer which offers generalized comments with limited reference to the sources.</p> <ul style="list-style-type: none"> • It is not clear how the USS Maine came to sink; the accounts differ. • One report is more reliable than the other. <p>Level 0 (0 marks) No valid response.</p>	

Question	Answer	Marks
15	<p>Study <u>all</u> the sources.</p> <p>“The United States government intervened in Cuba to satisfy public opinion.” To what extent do you agree? Explain your answer using details from Sources A–G <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed source content, contextual knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the argument Yes = B, C, E, G No = A, C, D, E, F. • Supporting knowledge to expand on source content. • Evaluation of authorship—detects bias and the reasons for it. • Formulates a reasoned conclusion—public opinion was very much in favor of US involvement but that opinion had been shaped by the reports in the press and the speeches made by US politicians, many of whom were one-sided in their viewpoint; the sources reflect the many factors that eventually caused the US government to take action and become involved. <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good source content, contextual knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> • More developed discussion of L4 content, knowledge and evaluation. • Formulates a conclusion—the information given in the sources can be biased and therefore the overall view will be dependent upon which source have been viewed. <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either contextual knowledge or evaluation.</p> <ul style="list-style-type: none"> • The sources offer a mixed set of viewpoints. • Some of the sources confirm that public opinion was an important factor; many Cubans reside in the US and there is widespread sympathy for the Cuban cause (B); the press helped to make it an emotional debate about involvement, and the decision to get involved “to free Cuba” was very popular with the US public (G). • Some sources suggest other factors played an important role in the decision to become involved; many Republican politicians were in favor of involvement and gave speeches in support (A) & (F); the press played an active role (E) and (C); economic and financial considerations to protect US interests (F). • Many of the sources offer biased viewpoints such as (A) the view of Senator Redfield Proctor, former Secretary of War; (B) the view of Henry Cabot Lodge, who was a member of the Senate Foreign Relations Committee. 	15

Question	Answer	Marks
15	<p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak contextual knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on the source content.</p> <ul style="list-style-type: none"> • Some sources comment that public opinion was strongly in favor of US involvement; widespread sympathy of the American people to the Cuban cause (B); the inflamed state of public opinion and the war was popular (G). • Some sources suggest that other factors were significant; the deliberate sinking of the USS Maine by “the enemy” (E); the financial and trading interests of the United States with Cuba (F). • Many of the sources offer biased viewpoints such as (A), (C), and (F). <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> • Several of the sources comment that public opinion was pressing for US involvement to protect American interests on the island and to help the Cuban people who disliked Spanish rule. • Several of the sources suggest other reasons why the US government became involved such as to protect US financial interests and trade routes. <p>Level 1 (1–2 marks) Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • There was growing public support for a war. • Many Americans wanted to help the Cuban rebels against the Spanish. <p>Level 0 (0 marks) No valid response.</p>	

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

Question	Answer	Marks
16	<p>Study Source A.</p> <p>What can you learn about the movie industry in the 1920s? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (6 marks) Answers that demonstrate a developed understanding of the source content/message, with good supporting contextual knowledge.</p> <ul style="list-style-type: none"> • By the late 1920s about 100 million Americans went to movie theaters each week; there were several showings of the movie each day. • Prices were reasonable and consumers had more money to spend; people from all classes went to the movies. • Advertising played an important role—huge billboard. • Hollywood was the home to several movie companies—Warner Brothers was just one (Metro-Goldwyn-Meyer, Fox Film, United Artists). • The “star system” made leading actors celebrities (Clara Bow, Rudolph Valentino). • “<i>The Jazz Singer</i>” signaled a new age in the movies—the first talking picture—vitaphone. <p>Level 3 (4–5 marks) Answers that develop the content/message of the source and demonstrate good understanding; may include some contextual knowledge.</p> <ul style="list-style-type: none"> • Movies were popular (shown twice daily) as they were a new fashionable form of entertainment; attracted vast audiences from all classes. • Movie companies made movies designed to appeal, e.g. “<i>The Jazz Singer</i>” was popular because jazz music was popular. • “<i>The Jazz Singer</i>” was shown in New York City and it was in the big cities that movies were most popular. • Leading players were as important as the movie itself (Al Jolson in “<i>The Jazz Singer</i>”). <p>Level 2 (2–3 marks) Answers that select/describe details from the source with some supported development.</p> <ul style="list-style-type: none"> • Movies were popular (shown twice daily); large crowd. • Warner Brothers was one of many movie companies; they also owned movie theaters. • The industry had moved from silent to sound movies (vitaphone). <p>Level 1 (1 mark) Answers that offer a generalized comment with loose reference to the source.</p> <ul style="list-style-type: none"> • Movies were popular. • Large numbers of people went to watch the latest movie to be released. <p>Level 0 (0 marks) No valid response.</p>	6

Question	Answer	Marks
17	<p>Study Source B.</p> <p>How reliable is this source as evidence of the causes of crime in the 1920s? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that demonstrate a supported judgment based on an evaluation of the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <ul style="list-style-type: none"> • The source is the testimony of a convicted criminal; it paints a negative picture of 1920s America, suggesting that the rate of crime was high. • The author was from Chicago, one of the crime centers of the United States; crime was much higher in the cities than across rural areas. • The source is reliable to an extent—it provides a useful eye-witness testimony to the high rates of crime common across many American cities during the 1920s. • The author exaggerates in an attempt to justify why he chose to follow a life of crime. • It is not reliable in providing detail about crime across the whole of the country. <p>Level 3 (5–6 marks) Answers that consider the reliability of the source in terms of its content, provenance and contextual knowledge.</p> <ul style="list-style-type: none"> • Gap between rich and poor was a reality of the 1920s. • Prohibition encouraged the illegal trade in alcohol (Al Capone and speakeasies). • The police were corrupt in many places, e.g. Chicago. • Is taken from an interview with Doc Graham, a convicted criminal from Chicago; he may be biased in his viewpoint trying to justify his lifestyle; he attempts to justify crime. <p>Level 2 (2–4 marks) Answers that consider the reliability of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • Low pay turned people to crime (“not much money connected with either job”). • Policemen not being paid (so they did not enforce the law). • Criminals (beer barons) made money yet the honest worker (guy digging the sewers) “couldn’t pay his debts” so the latter turned to crime. • Is taken from an interview with Doc Graham from Chicago who is biased. <p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase the source content.</p> <ul style="list-style-type: none"> • Times were hard for many people so they turned to crime. <p>Level 0 (0 marks) No valid response.</p>	7

Question	Answer	Marks
18	<p>Study Source C.</p> <p>How useful is this source to a historian studying lifestyles in the 1920s? Explain your answer using details from the source <u>and</u> your knowledge.</p> <p>Level 4 (7 marks) Answers that consider the utility and limitations of the source by providing a reasoned and balanced evaluation in terms of its content and provenance.</p> <ul style="list-style-type: none"> • It is an artist’s impression—a mural that tends to glamorize city life. • Useful as content picks out many key features of lifestyles in the city—sport, Jazz Age, dance culture, flappers, public transportation. • The major omission is rural America—poverty of farming community; African Americans; racial tensions; Native Americans, etc. • The mural is one of ten panels so need to see all ten to obtain the full picture. • It is limited as it is an impression not an actual photograph that would give a more accurate and realistic view of lifestyle in the 1920s. <p>Level 3 (5–6 marks) Answers that consider the utility and limitations of the source in terms of its content and provenance.</p> <ul style="list-style-type: none"> • The source shows many aspects of city life. • Sport—popularity of baseball, basketball, etc. • City life—subway, probably New York City, a boom city. • Night life—dance halls, new dances, flapper culture. • Women—flapper lifestyle, fashion, job opportunities. • Religion—strength of the church in some areas. • Only deals with city life—contains no reference to lifestyles across rural United States. • Projects a narrow focus upon the lifestyles of Americans during the 1920s. • Limitation—it is a mural that selects aspects of city life—glamorized view; one of a series of views forming a set. <p>Level 2 (2–4 marks) Answers that consider the utility or limitations of the source in terms of its content and/or provenance.</p> <ul style="list-style-type: none"> • Sport was important (boxers in the ring). • Public transportation was available in towns (trams and subway). • Some women were independent (couple on bench, woman alone on subway). • News was available (man reading paper). • Night life (club scene). • Religion was important (slogan, people praying, band playing). • It is from a mural called “<i>Entertainment</i>”, which was painted in 1930–1931. <p>Level 1 (1 mark) Answers that offer a generalized comment or paraphrase the source content.</p> <ul style="list-style-type: none"> • The picture shows lots of people doing different things. <p>Level 0 (0 marks) No valid response.</p>	7

Question	Answer	Marks
19	<p data-bbox="304 237 624 271">Study Source D and E.</p> <p data-bbox="304 304 1310 405">Why do these sources disagree about the extent to which women’s lives changed in the 1920s? Explain your answer using details from the sources <u>and</u> your knowledge.</p> <p data-bbox="304 443 596 477">Level 5 (9–10 marks) Answers which explain points of difference based on source content, provenance and good contextual knowledge.</p> <ul data-bbox="304 577 1326 1167" style="list-style-type: none"> • Both sources describe the lifestyle of women during the Jazz Age. • The two accounts offer contrasting lifestyles between single independent women (D) and married women (E). • Source D was written by a flapper, a woman who had money to enable her to live her life without having to work; she could afford the latest fashion; she wore trousers, make-up, and went out on her own; she drove and played sports; she enjoyed city life and attended the jazz clubs and performed the new dances; it stresses the independence of women. • Source E was written by a feminist who describes the expectations upon a modern wife—the show window, good looks, dress well, ability to play bridge and dance; it says women do not need brains but looks. • Both sources were written for different purposes. Source D was a letter to a newspaper to sell/celebrate the flapper lifestyle; Source E by a feminist journalist in a regular newspaper column on women’s issues commenting that the changes were not beneficial for women. • The sources highlight the changes in women’s lives in the 1920s but from different perspectives—contrasting lifestyles of single and married women. <p data-bbox="304 1205 580 1238">Level 4 (7–8 marks) Answers explain points of difference based on source content and provenance with some contextual knowledge.</p> <ul data-bbox="304 1339 1310 1682" style="list-style-type: none"> • Source D describes the lifestyle of a flapper living in New York City—fashionable clothes, driving, playing sport, had money so did not have to work; treated men as equals. • Source E describes the lifestyle of a married woman who was expected to be a show piece for her husband; beauty not brains. • Both sources were written by females; one in 1922 the other in 1923; both describe aspects of the lives of females; both were written for different purposes to justify their viewpoint. • The sources show the contrasts of life for women in the 1920s; single versus married women. <p data-bbox="304 1720 580 1753">Level 3 (5–6 marks) Answers identify points of difference based on source content and provenance.</p> <ul data-bbox="304 1854 1262 2089" style="list-style-type: none"> • Source D describes the lifestyle of a flapper living in New York City—fashionable clothes, driving, playing sport. • Source E describes the lifestyle of married women and the way they were meant to act to support their husbands. • Both sources were written by females; one in 1922 the other in 1923; both describe aspects of the lives of females; both were written for different purposes. 	10

Question	Answer	Marks
19	<p>Level 2 (3–4 marks) Answers identify points of difference based on source content or provenance.</p> <ul style="list-style-type: none"> • Source D describes the lifestyle of a flapper living in New York City. • Source E describes the lifestyle of a married woman who was meant to be a good wife. • Both sources were written by females; one in 1922, the other in 1923; both describe aspects of the lives of females. <p>Level 1 (1–2 marks) Answer which offers generalized comments with limited reference to the sources.</p> <ul style="list-style-type: none"> • The sources describe the experiences of women living in the 1920s. • They talk about different lifestyles and work. <p>Level 0 (0 marks)</p> <ul style="list-style-type: none"> • No valid response. 	

Question	Answer	Marks
20	<p>Study <u>all</u> the sources.</p> <p>“The Jazz Age was a period of prosperity for all.” To what extent do you agree? Explain your answer using details from Sources A–G <u>and</u> your knowledge.</p> <p>Level 6 (15 marks) Balanced two-sided response based on detailed source content, contextual knowledge and evaluation, with a well-supported and developed overall judgment.</p> <ul style="list-style-type: none"> • Sophisticated analysis of source content from both sides of the argument Yes = A, C, D, F, G No = B, E, F, G. • Supporting knowledge to expand upon source content. • Evaluation of authorship—detects bias and the reasons for it. • Formulates a reasoned conclusion—the 1920s was a decade of contrasts; many upper- and middle-class Americans did enjoy the prosperity—they could afford the new gadgets, cars, club lifestyle; many working class Americans could not/did not enjoy such prosperity; large percentage struggled to survive on low wages; some groups were opposed to the changes—religious fundamentalists opposed the jazz culture; the sources reflect views from both sides of the argument. <p>Level 5 (12–14 marks) Balanced two-sided response supporting and rejecting the statement based on good source content, contextual knowledge and evaluation, with a supported overall judgment.</p> <ul style="list-style-type: none"> • More developed discussion of L4 content, knowledge and evaluation. • Formulates a conclusion—the information given in the sources can be biased and therefore the overall view will be dependent upon which sources have been viewed. <p>Level 4 (9–11 marks) Two-sided response supporting and rejecting the statement based on source content with either contextual knowledge or evaluation.</p> <ul style="list-style-type: none"> • The sources offer a mixed set of viewpoints. • Some of the sources confirm that the Jazz Age was a period of prosperity; the lifestyle of city flappers (D); the “race for pleasure” (F), popularity of movie theaters (A); characteristics of the Jazz Age (C). • Some of the sources confirm that the prosperity was enjoyed by a select group and many did not experience the boom time; increase in crime due to poverty (B); married women expected to be show pieces where brains were less important than looks (E); experiences of tenant farmers, immigrants, and African Americans (G). • While the 1920s was a period of prosperity it was not one enjoyed by all Americans; there was big divide between lifestyles in urban and rural America; divide between the classes; divides between different groups of people. • Many of the sources offer biased viewpoints such as (B), which was the view of a convicted criminal; (D) was the view of middle-class flapper; (E) was the view of a feminist; (F) the writings of a popular novelist. 	15

Question	Answer	Marks
20	<p>Level 3 (6–8 marks) Strong one-sided response either supporting or rejecting the statement based on source content with some weak contextual knowledge and/or evaluation; or Weak two-sided response supporting and rejecting the statement based on the source content.</p> <ul style="list-style-type: none"> • Some sources describe how certain groups did prosper; flappers lived a modern lifestyle in the cities (D); city dwellers experienced the Jazz Age night culture, new types of public transportation, new fashion (C). • Some sources describe how certain groups did not prosper during the 1920s; poor lifestyle of immigrants, African Americans (G); people were poor and had to turn to crime (B). • Many of the sources offer biased viewpoints such as (B), (D), and (E). <p>Level 2 (3–5 marks) One-sided response either supporting or rejecting the statement based on weak source content.</p> <ul style="list-style-type: none"> • Some of the sources comment that the 1920s were a boom period that saw the appearance of new gadgets, new fashion, new music. • Some of the sources suggest that not all Americans experienced the boom period; many lacked the money to buy the new gadgets; they had to work to earn money to avoid starvation. <p>Level 1 (1–2 marks) Generalized comments with no/little support from the sources.</p> <ul style="list-style-type: none"> • The 1920s is referred to as the Jazz Age and saw a new type of lifestyle. • Not all Americans were able to experience the new lifestyle associated with the Jazz Age. <p>Level 0 (0 marks) No valid response.</p>	

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