

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2014 series

0409 AMERICAN HISTORY (BES)

0409/02

Paper 2 (Defining Moments), maximum raw mark 45

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

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

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Section A: The Causes of the American Revolution from 1754

1 Study Source A

What was the message of this cartoon? Explain your answer using details from the source and your knowledge. [6]

Level 0: No evidence submitted or response does not address question [0]

Level 1: General comment: loose reference to source and/or question [1–2]

- The colonies needed to get together.

Level 2: Description only/secondary messages: identifies details [3–5]

- Individual colonies were divided (separate colonies identified as split from each other).
- Identifies colonies by initials.
- New England colonies already worked together (N.E. is one part of the whole).
- Together the colonies would have power but divided they do not (they are shown as a dissected snake, which has no bite).

Level 3: Identifies message [4–5]

- It was imperative that the colonies co-operate or, if they remained divided, they would perish. Some points from the source are used as supporting evidence.

Level 4: Level 3 with knowledge [5–6]

- Differences between colonies (economic: trade and manufacture in the north, farming in the middle, plantation agriculture in the south; geographic: rivers, distance; political: colonial assemblies, autonomy of towns).
- British and colonial sentiment overwhelmingly favoured the separation of the colonies (both rejected Franklin's Plan at Albany which proposed closer integration).
- Links between New England states were closer than between others (Boston as centre of economic activity and they were as English as their name suggests at a time when one-third of the colonial population was not of English descent).
- Franklin's fears that without integration they would suffer, was based on his practical concerns about the ability of colonies to finance and defend themselves (against the French and Indians) as much as his principles of achieving greater independence for the colonies.

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2 Study Source B

Does this letter suggest that the grievances of the colonists were only economic in nature? Explain your answer using details from the source and your knowledge.

Level 0: No evidence submitted or response does not address question [0]

Level 1: General comment: loose reference to source [1]

- Agrees or disagrees.

Level 2: Either agrees by description only [2–3]

- Initiative denied ('crush talents').
- Objections to trade restrictions (colonies disadvantaged compared to British and Europeans).
- Protests of British against colonial button makers and ironmongers unreasonable (accusations of being robbed, etc.).

Or, disagrees by description only

- Indignation at British attitudes to colonists ('rascally American republicans', 'inferiority').
- Threat to freedom ('crush talents', 'robbed of liberty').

Alternative Level 2: If content only but aware of economic and other grievances. [4]

Level 3: Level 2 and addresses 'does this letter suggest' either with knowledge or evaluation [4–5]

Knowledge

- Navigation Laws in place since 1660 and products added to the 'enumerated' list ever since.
- Were the activities of the customs in checking ships in ports more irritating than the regulations themselves (later attack on the Gaspee, 1772)?
- Was the Revolution of 1776 triggered by the economic laws that constricted the port of Boston or political issues of taxation and government?

Evaluation

- Author was a businessman with knowledge of trade laws and regulations.
- Written to a friend so likely to be sincere.
- Sentiments expressed were consistent with frustration of manufacturers and tradesmen in colonies.
- Mercantilist system of long standing with some benefits to colonies. Previous to 1767, business had expanded and did so subsequently. Was the businessman representative of a majority or a minority?

Level 4: Level 2 and addresses 'does this letter suggest' with knowledge and evaluation [6–7]

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3 Study Source C

How useful is this source as evidence for the activities of the Sons of Liberty? Support your answer using details from the source and your knowledge.

Level 0: No evidence submitted or response does not address question [0]

Level 1: General comment: loose reference to source [1]

- It provides information about functions organised by the Sons of Liberty.

Level 2: Description only [2–3]

- They organised social gatherings (meal for 350 people).
- Notions of liberty promoted (Liberty Song, 'sentiments of liberty' were instilled).
- Leaders were persuasive (prominence of James Otis and Sam Adams who 'influence the minds of the people').
- Hint of intolerance against others ('hostility to all who oppose them').

Level 3: Level 2 and addresses 'how useful' with either knowledge or evaluation [4–5]

Knowledge

- Roles of Otis and Adams could be explained further.
- Actions of Sons of Liberty against the Stamp Act (public burning of official documents, Stamp Act Congress).
- Violence used against informers and loyalists (tarring and feathering).
- Newspapers used effectively to promote their ideas (many Sons of Liberty were journalists).

Evaluation

- Written by a sympathiser.
- Frank assessment of the purpose of the event described.
- Level of popularity could be assessed: the location was a centre of radicalism so popularity indicated is plausible, but it might have been less elsewhere and was attendance at this function explained by the attraction of the event rather than support for the cause?
- Limited focus on only one type of activity (excludes others: see above).

Level 4: Level 2 and addresses 'how useful' with knowledge and evaluation [6–7]

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4 Study Sources D and E

To what extent does the picture in Source E differ from the account in Source D? Support your answer using details from the sources and your knowledge.

Level 0: No evidence submitted or response does not address question [0]

Level 1: General comment: offers reasons with only loose links to the sources [1–2]

- The picture illustrates one instance only whereas the account explains the background to it.

Level 2: A comparison based on content only but limited to one or two points of difference. [3–4]

Points of Difference:

- The intentions of the people (D – they ‘assembled to attack the troops’, E – they are shown as lacking organisation).
- The language of the people (D – they made ‘horrible threats’ and taunted the soldiers – ‘Why don’t you fire’, E – impossible to tell what was said).
- The people were aggressive (D – they ‘surrounded the soldiers with weapons’ and hit the soldiers who ‘received a severe blow’ and, later, ‘a general attack was made’ with ‘heavy clubs and snowballs’; E – the people are shown standing to one side, no soldier is hit and no snow is visible and no snowballs are being thrown).
- The officer and men (D – he denies giving an order to fire and implies that his men fired spontaneously and at random, E – shows the officer giving an order to fire and the men in line firing a volley to orders).
- Casualties (D – no mention of casualties, E – shows several casualties).

Level 3: A comparison based on content only but considers several points of difference and/or points of similarity. [5–6]

Points of similarity

- The intentions of the people (they are clustered together, as if assembling as a group, in D, and they are shown as a group in E).
- Soldiers did fire (this is admitted in D and clearly shown in E).

Level 4: Level 2 and addresses ‘to what extent’ based on content and either evaluation or knowledge [5–6]

Alternative Level 4: Level 3 and addresses ‘to what extent’ based on content and **either** evaluation or knowledge [7–8]

Evaluation

Authorship: D = as the officer in command, Preston might be expected to point responsibility at the people so his assessment should be considered partial.

E = as a leading radical, it was in Revere’s interest to show the British at fault. He intended the engraving to have propaganda value/make him lots of money.

Nature of evidence: D = one man’s recollection who was present.

E = limitations of engravings, Revere was not present.

Time: D = shortly after the event and account written in preparation of his trial during which the officer had to defend himself.

E = the engraving was done quickly and on sale within three weeks of the event so little time to research the event and before the facts were known.

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Knowledge

- The record of the trial reveals conflicting accounts. Some supported Preston, contradicted it.
- 5 people were killed so violence did occur. 4 died at the scene (indicated by the casualties shown in E).
- Preston was acquitted as were most of his men. Only two were convicted – of manslaughter.
- Whoever was responsible, it was the outcome that mattered most and the perception of the event most widely held was that portrayed in E (in part because of the shock effect which it generated).

Level 5: Level 2 and addresses ‘to what extent’ and evaluation and knowledge. [7–8]

Alternative Level 5: Level 3 and addresses ‘to what extent’ and evaluation **and** knowledge. [9–10]

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5 Study Sources F and G

How helpful are these sources as evidence for the debate about British rule in the 13 Colonies, 1754–76? Use the sources and your knowledge to explain your answer.

Level 0: No evidence submitted or response does not address question [0]

Level 1: General assertion rather than explanation [1–2]

Level 2: One-sided answer: either helpful or unhelpful [3–8]

Content: evidence in the sources. Helpful:

- Colonies regard British rule as ‘Tyranny’ and hold the King responsible but the King accuses the rebels of the same (distinguishing them from ‘our loyal subjects’).
- The sources have different views of the benefits of British rule (F – colonists experienced ‘long train of Abuses’ and ‘Suffrance’, etc. G – colonists were ‘free subjects’ and they ‘prospered’).
- Colonists regarded it as their right to challenge British rule (F – refers to the ‘Right’, ‘Duty’ and ‘Necessity’ to ‘alter their former Systems of Government’) whereas the British did not (G charges the rebels with ‘treason and rebellion’).

Content: evidence in the sources. Unhelpful:

- ‘Abuses and Usurpations’ (F) and the ‘acts’ of the rebels (G) are not specified.
- the philosophical and moral basis of the different positions is vague.

Alternatively, candidates may use F as the basis for the position of the colonists and G as the basis of the British as the basis for the position of the British in the debate.

Knowledge for both positions from Sources A–E and, in addition,

F – British legislation (on tax, stationing of troops, Boston Massacre, regulation of the economy, etc.).

– ideas of American Enlightenment.

G – actions of Sons of Liberty (links to Continental Congresses, etc.).

– ideas on parliamentary government, monarchy, Empire.

– claims about ‘prosperity’ and ‘loyal subjects’ could be assessed.

Evaluation:

- both sources designed to explain and justify their stance.
- tone/language of sources considered in conjunction with audiences they were addressing.
- context relevant (Bunker Hill, etc.).
- cross reference to sources in Part A.

Level 3: Two-sided answer: for and against but imbalanced [9–11]

Level 4: Two-sided answer: for and against and balanced [12–15]

At Levels 2–4

- If content only: mark at the lower end of the Level.
- If content and either evaluation or knowledge: mark in the middle of the Level.
- If content and knowledge and evaluation: mark at the top end of the Level.
- If a judgement is provided at Levels 3 and 4 an additional mark may be awarded.

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Section B: The 1920s

6 Study Source A

What do you learn from this source about the film industry? Explain your answer using details from the source and your knowledge. [6]

Level 0: No evidence submitted or response does not address question [0]

Level 1: General comment: loose reference to source and/or question [1–2]

- Films were popular.

Level 2: Description only: identifies details [3–5]

- Films were popular (shown twice daily).
- Warner Brothers was a prominent company in the industry (made the film and owned the cinema).
- Leading players were as important as the film itself (Al Jolson in The Jazz Singer).
- Jazz music was popular (African-American roots indicated in blackened face of Al Jolson).
- The industry had moved from silent to sound movies (Vitaphone).
- The film industry reflected racist attitudes (either, reinforced notions of segregation, inferiority of African Americans, or, illustrated greater acceptance of African Americans)

Level 3: Level 2 with knowledge [5–6]

- By late 1920s about 100 million Americans went to the cinema each week.
- Prices were reasonable and consumers had more money to spend.
- Several cinemas were being built each week.
- Hollywood produced the films with many companies involved, of which Warner Brothers was just one (e.g. Metro-Goldwyn-Meyer, Fox, United Artists, etc.).
- The 'star system' made leading actors celebrities (e.g. Rudolf Valentino).
- Jazz music dominated by African-Americans (e.g. Louis Armstrong, Fats Waller).

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7 Study Source B

Were the views expressed in this speech typical of attitudes in the 1920s towards immigrants to the U.S.A.? Explain your answer using details from the source and your own knowledge.

Level 0: No evidence submitted or response does not address question [0]

Level 1: General comment: loose reference to source [1]

- Many Americans objected to immigrants coming into the country.

Level 2: Description of views expressed only [2–3]

- Immigrants created problems (communism, anarchy, etc.).
- Allegiance of immigrants questioned (not taking the oath, loyal to country of origin).
- They were an economic threat (they took jobs and wages from American citizens).
- They were malign ('of no service whatever', 'a menace/danger').

Level 3: Level 2 and addresses typicality with either knowledge or evaluation [4–5]

Evaluation

- Author was a politician representing the views of his constituents. The politician was from Alabama where negative views against immigration were widespread.
- The views expressed are wholly negative: it fails to acknowledge alternate views, yet he is speaking during a debate on immigration which suggests there were views for as well as against.

Knowledge

- The Ku Klux Klan, which opposed immigration, was active in Alabama, even if there were relatively few 'new' immigrants in the State and the KKK was less active there than in other areas of the South or, indeed, the North, especially in Indiana, in the 1920s. However, there were over 5 million members of the KKK, many of whom were in Alabama.
- A succession of laws were passed in Congress (1921, 1924, 1929) limiting the number of immigrants allowed each year. To some extent this confirms the views in the source as typical of contemporary attitudes, but the fact that limits only were set suggests the views in the source were not shared by all.
- Fears of communism were extensive in 1921 following industrial disruption and violence against politicians by 'reds' leading to the Palmer Raids of 1920.
- Similarly, Sacco and Vanzetti were arrested as anarchists in 1920 (yet their case, till its conclusion in 1927, divided opinion, perhaps reflecting different attitudes to immigration to that in the source).
- Economic concerns for jobs and wages were real in the early 1920s as the world struggled to recover from the effects of WW1 (itself a factor to explain the numbers wanting to migrate to America).

Level 4: Level 2 and addresses typicality with knowledge and evaluation [6–7]

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8 Study Source C

How useful is this photograph in informing us about the lives of women in U.S. society in the 1920s? Explain your answer using details from the source and your knowledge.

Level 0: No evidence submitted or response does not address question [0]

Level 1: General comment: loose reference to source [1]

- It shows what some women liked to do.

Level 2: Description only [2–3]

- Women were independent (dancing, without chaperones).
- Women were prepared to take risks (obvious danger of dancing on the edge of a high building).
- They embraced the fashion of the time (short dresses, bobbed hair, make-up).
- They wanted to enjoy themselves (sense of fun evident).

Level 3: Level 2 and addresses ‘how useful’ with either knowledge or evaluation. [4–5]

Evaluation

- Dancing on the edge of a high building was, perhaps, extreme and not what most women did.
- These women are dressed in such a way to suggest some disposable income which was not the case for all.
- The photo is taken in a city but the position of women in rural areas might have been different.

Knowledge

- Activities of ‘flappers’ (smoking in public, swimming in ‘revealing’ swim-suits).
- Dances of the day (Charleston, Black Bottom, Tango, etc.).
- Women celebrities in music, film, etc. (Lil Hardin, Florence Lawrence).
- The New Woman (feminists) represented an alternative ‘model’ to the flapper for women who wanted greater freedom and opportunities for working/career women (e.g. Doris Stevens, two female State Governors in the 1920s).
- Conservatism of many women (Anti-Flirt League).
- Dominance of men (women confined to the home, etc.).
- Strength of tradition, religion and local custom.

Level 4: Level 2 addressing ‘how useful’ with knowledge and evaluation. [6–7]

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9 Study Sources D and E

How far do these sources show that Prohibition was unsuccessful? Explain your answer using details from the sources and your knowledge.

Level 0: No evidence submitted or response does not address question [0]

Level 1: General comment: offers reasons with only loose links to the sources [1–2]

Level 2: Success or failure by description only [3–4]

Prohibition was unsuccessful:

- Alcohol was still produced and sold (D – refers to 11 million gallons of spirit seized and ‘bootleggers’, E – refers to speakeasies and students making and drinking gin in their rooms).
- Enforcement of the law was weak (D – refers to increasing numbers of corrupt policemen, their easy relationship with bootleggers and their reluctance to arrest criminals, E – confirms the law was not applied).

Level 3: Success and failure by description only [5–6]

Prohibition was successful

- Action against those breaking the law is evident in the arrests made, the distilleries closed and the spirits seized (D).
- Saloons on the street were ‘no longer seen’ and students ‘no longer go together to a bar’ or drink ‘in the open’ (E).

NB if only one source used in Level 2 or Level 3 award lower mark but if both sources used award higher mark

Level 4: Level 2 and addresses ‘show’ based on content and either evaluation or knowledge [5–6]

Alternative Level 4: Level 3 and addresses ‘show’ based on content and **either** evaluation **or** knowledge [7–8]

Evaluation:

- Content of D more explicit than E: comments on D based on ‘hard’ evidence rather than impressions (E). Possibly, because the former was produced for publication in a magazine which was intended to convince the audience whereas E was a letter to a friend, merely expressing her thoughts.
- D’s verdict is less definite than E’s. The former shows some progress over four years, despite the inadequacy of the police, and implies the possibility of future progress. E is categorical in regarding Prohibition as a failure: any gains in closing saloons are offset by the emergence of alternatives.
- The mood of E might be explained as the natural disappointment of someone who had worked hard to bring the law into existence whereas the greater objectivity of D may be explained as typical of sound journalism.
- The dates of the sources are helpful. In the years immediately after the law was introduced the scope for its application was greater than it was to be later. So, by 1926, when D was produced, the record was mixed but by 1928, when E was written, there was less scope for further progress.

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Knowledge on D:

- Arrests and seizures of alcohol were widely publicised (public demonstrations of alcohol being spilled onto the streets).
- Reference to Al Capone and his activities in Chicago (control of City Hall, warfare between rival bootleggers) yet he was convicted in 1931 for tax evasion.

Knowledge on E:

- Speakeasies (200 000 in America by 1933: twice as many in New York City as there had been saloons before Prohibition).
- Closure of saloons reduced working class consumption of alcohol.
- Overall levels of U.S. consumption of alcohol did not recover to 1919 levels until the 1970s.
- Rate of arrests and seizures of alcohol slowed after 1925 and in 1933 Prohibition was abolished.

Level 5: Level 2 and addresses ‘show’ with evaluation and knowledge [7–8]

Alternative Level 5: Level 3 and addresses ‘show’ with evaluation **and** knowledge. [9–10]

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10 Study Sources F and G

To what extent do these sources provide a full picture of how Americans lived in the 1920s? Use the sources and your knowledge to explain your answer.

Level 0: No evidence submitted or response does not address question [0]

Level 1: General assertion rather than explanation [1–2]

Level 2: One-sided answer: either agreeing or disagreeing [3–8]

Content: evidence in the sources. Agreeing:

- Social spectrum (G – ‘millionaires’ and middle America – ‘my house for 80 dollars’, F – the ‘dirt’ floor in ‘cabins’, ‘windows without glass’).
- Difference between North and South (F – ‘folks up north’ clearly better off).
- Lifestyles contrasted (G – parties, F – hard work – polishing floors).
- Crime (G – bootlegging, F – ‘White gangs’ ... ‘drive him out’).
- Attitude to Blacks (F – freedom in the north but, by implication, denied in South).
- Position of women (G – reference to ‘girls’ and ‘ladies’).

Content: evidence in the sources. Disagreeing:

- Insufficient explanation of the position of certain people referred to in the sources (G: only reference to the narrator is ‘my house’. There is no detail about the guests at the party. F – little is said about the ‘poor White man’).
- Sources limited in scope geographically (G – New York City and Long Island, F – slightly broader brush but the South only) and socially (farmers, the old etc.).

Knowledge in support of agreement:

- Gulf between rich and poor a reality and widened in 1920s (prosperity of the decade was unevenly distributed).
- Plight of African-Americans (lack of civil rights).
- Women (link to Source C).
- Prohibition (link to Sources D and E)

Knowledge in support of disagreement:

- Activities of Ku Klux Klan.
- Mid-West, California, students, the old, etc.
- Conditions in North for African-Americans (discrimination, disadvantaged), and much worse in the South.

Evaluation:

- Authorship: the value of the novel (G) to the historian could be discussed and the focus and audience of the newspaper (F) might be considered.
- Dates: both sources are from the early years of the decade: does this make them any less reliable about the decade than evidence taken from the end of the period?
- Purpose: the newspaper (F) is encouraging African-Americans to improve their lot whereas the novel (G) is intended as social commentary or just for entertainment.
- Cross reference to sources in Part A.

Level 3: Two-sided answer: for and against but imbalanced [9–11]

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Level 4: Two-sided answer: for and against and balanced

At Levels 2–4

- If content only: mark at the lower end of the Level.
- If content and either evaluation or knowledge: mark in the middle of the Level.
- If content and knowledge and evaluation: mark at the top end of the Level.
- If a judgement is provided at Levels 3 and 4 an additional mark may be awarded.