

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0409 AMERICAN HISTORY (US)

0409/02

Paper 2, 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.

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Section A: The Causes of the American Revolution from 1754

1 Study Source A

What reasons does the petition give for the financial difficulties of Virginia? Explain your answer using details from the source and your knowledge. [6]

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

- The colony had many expenses.

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

- War had cost money ('the last war left ... a debt').
- Protection from Indians ('security ... against our savage neighbors').
- Economic problems (facing 'tobacco', 'lack of coinage', 'restrictions on trade').
- New taxes ('if taxes are piled ... deplorable').

Level 3: Level 2 with knowledge [5–6]

- The Seven Years War (starting in 1754).
- Clashes with Indians – in the Ohio Valley especially – as Virginians pushed west, ignoring the Proclamation Act of 1763.
- Poor returns for plantation owners, currency problems, British laws regulating trade.
- It was feared that the Sugar Act of 1764 signalled the beginning of a new regime of taxation from Britain.

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2 Study Source B

To what extent do these resolutions show the colonists rejected British rule? Explain your answer using details from the source and your knowledge.

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

- They refused to accept British rule.

Level 2: Either 'shows the colonists rejected British rule' by description only [2–3]

- **5** seems to give colonial legislatures precedence over Parliament.
- **8** might be regarded as a rejection of British rule as it denies 'the rights and liberties of the colonists'.
- **9** implies a refusal on grounds of impracticality.
- **12** the final sentence might be interpreted as a refusal to accept the Stamp Act.

Or, shows the colonists accepted British rule by description only [2–3]

- **1** states the allegiance of the colonies to King and Parliament.
- **8** and **9** might be regarded simply as statements.
- **12** the final sentence indicates a preference to gain redress through appeals to Parliament and implies acceptance of the legislative process.

Level 3: Level 2 **and** addresses 'to what extent' **either** with knowledge **or** evaluation [4–5]

Knowledge:

- The Stamp Act of 1765 could be outlined to explain its unpopularity.
- British plans for the judiciary might be elaborated.
- Notions of 'No Taxation Without Representation' might be linked to Resolution **5**.
- Division between radicals (Sons of Liberty and public bonfires of stamped documents) and moderates (John Dickinson and John Cruger, both possible authors of the Resolutions) who were in the majority at the Congress.
- Subsequent events confirm the division of colonial opinion (Boston Tea Party: Source C) and the Olive Branch Petition of July 1775 (author John Dickinson).

Evaluation:

- Ambiguity of certain resolutions might be discussed.
- Given the pledges of allegiance, the resolutions expressing concerns might be regarded as specific grievances rather than a rejection of British rule.
- The fact that four colonies were not represented here shows that not all colonies were exercised by the issue of British rule.
- The ambiguities and apparent contradiction of certain resolutions might be regarded as further proof of a lack of unanimity and the need to compromise.
- On balance, the resolutions were moderate.

Level 4: Level 2 **and** addresses 'to what extent' with knowledge **and** evaluation [6–7]

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3 Study Source C

How useful is this picture as evidence about the Boston Tea Party? Explain your answer using details from the source and your knowledge.

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

Level 2: Uses **either** content at face value **or** knowledge **or** evaluation only [2–3]

Content:

- It shows tea chests were broken up and their contents destroyed (use of axes and contents of one chest poured over the side).
- A large number of people were involved (several people on each chest, sense that no part of the ship was ignored).
- Those involved wore Indian dress (head gear).
- Numbers, dress and actions suggest a degree of planning/organization.
- The event took place at night (darkness of background).

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

Knowledge:

- Impression given in the picture accords with written accounts of eye-witnesses.
- Sons of Liberty had been mobilizing public opposition since the arrival of the three tea ships on 28 November with literature and public meetings.
- Opposition to the tea tax was widespread since its introduction in 1767: people petitioned against it, refused to drink tea, co-ordinated views about it.
- Colonists had asked the governor to order the ships to sail, but his refusal helps explain the anger of those involved and the number of them (thousands had attended a meeting just hours before the attack), though the identity of most of those involved remains unknown.

Evaluation:

- Picture conveys intensity of the action and the determination of those involved, reflecting contemporary hostility to the tax on tea.
- Drawn after the event, the accuracy of the picture might be questioned.
- The purpose of the picture could be assessed: was it intended as propaganda?
- The anonymity of the author limits the value of the source as evidence.

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

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4 Study Sources D and E

To what extent do these accounts agree about events at Lexington? Explain your answer using details from the sources and your knowledge.

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

Level 2: Offers an explanation based on content only [3–4]

Differences:

- The British approached Lexington 'slowly' (D), but in E they are said to have done so 'rapidly'
- The Minutemen are accused of firing at the British, if only as a warning to others initially, but later directly at the British (D), whereas E denies they fired at all ('There was not a gun fired by the Minutemen').
- In D, the British claim to have given the Minutemen time to respond to the order to lay down their arms and then only fired in response to being shot at themselves, whereas in E the implication is that the Minutemen were not given any time to lay down their arms before the British opened fire.
- D makes no mention of casualties, whereas E claims 'killed some of our men.'

Agreement:

- The British ordered the Minutemen to put down their weapons.
- There is agreement that the British opened fire, and what E says about the absence of casualties after the first volley implies some agreement about the outcome of the initial clash between the two sides.

Level 3: As Level 2 **and** addresses 'how far' based on content **and** evaluation **or** knowledge [7–8]

Evaluation:

- The accounts of both authors might be considered unreliable as they represent the different sides and both want to deflect responsibility for the clash to the other side.
- The officer responsible for the British troops (D) is reporting to his superior so his account might have been written to absolve himself of any blame. The accuracy of E might be questioned, given the excitement and commotion of the moment.
- The number of Minutemen is estimated in D, but not mentioned in E, though, if the former were so numerous, it seems unlikely that the British would have been able to surround them (D) or that they would have fled 'over the wall' (E).
- There is some unanimity about the attitude of the British to the Minutemen. In E, the witness claims that the officer used the words 'you damned rebels' and in D the officer admits to regarding the Minutemen as 'villains'.

Knowledge:

- Minutemen were armed and, when called to muster were expected to bring their weapons, so those at Lexington would have been armed (the last sentence of E implies they had guns but simply chose not to use them).
- Paul Revere had ridden from Boston ahead of the British to alert people and so gave the Minutemen time to organize.
- Historians think that the number of Minutemen at Lexington was probably only about 60, and that about eight Americans were killed there. They remain uncertain about who fired the first shots.

Level 4: As Level 2 **and** address 'how far' with evaluation **and** knowledge [9–10]

NB if only one source is used, award a mark at the lower end of the mark range.

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5 Study Sources F and G

To what extent do these sources reflect views at the time on Britain's right to legislate for the Thirteen Colonies? Use the sources and your knowledge to explain your answer. [15]

Content: evidence in the sources

- Colonists' position outlined in F. Opposition to taxes and laws based on principle ('unjust', form of slavery) and the nature of 'late unjust acts' concerning Massachusetts Bay and Boston and the signal they represent for 'the whole continent'. Further, the notion of British government being a tyranny is conveyed ('cruel', 'tyrannical').
- British position outlined in G. The right to legislate based on the defense of the colonies and the formation of them by charter. It refutes the notion that a colony can be 'an independent power' or that they should 'not contribute to their own defence'. Acceptance of protection obliges obedience. As the British make laws concerning law and order, so too it has the right to levy taxes.

Knowledge: from Sources A–E and, in addition,

F: Specific taxes, details of the Intolerable Acts, 1774, principle of 'No Taxation without Representation', views in F incorporated in Declaration of Independence, etc.

G: War against the French (1754–63), prosperity of colonies, views of empire.

Evaluation:

- F: represents the radical view which was a minority; it ignores the loyalists' views which were similar to that of G. It is at a sensitive time after the introduction of the Intolerable Acts and a period when relations were particularly strained. Further, the authors were fearful of the future and perhaps see support for Massachusetts and Boston as essential to protect their own, long-term, interests. They represent one town only, but the existence of the Continental Congress, etc. which adopted a similar position, confirms that their views were representative of radical colonists, at least.
- G: represents the conservative position in Britain; others favoured compromise and even concessions to the colonies, e.g. the Earl of Chatham. It follows a series of acts of resistance in the colonies, e.g. the Boston Tea Party, which were regarded as unreasonable in Britain. Written to a friend, this might be considered merely the views of one man, but the actions of the government to enforce their authority suggest that they were supported more widely.

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

Level 2: One-sided answer [3–8]

Level 3: **Two-sided** answer: for and against but **imbalanced** [7–10]

Level 4: **Two-sided** answer: for and against and **balanced** [11–14]

At Levels 2–4

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

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- 6 What were the effects in the U.S.A. of car ownership illustrated in this photograph? Explain your answer using details from the source and your knowledge.

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

- Lots of people owned a car.

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

- It gave people mobility (road with traffic)
- It allowed people independence in traveling when and where they liked (parking is haphazard).
- It enabled people to access places of leisure (the seaside).
- Boosted businesses linked to cars (big-dipper top left, shops on coast).
- Congestion and pollution (large concentration of cars).

Level 3: Level 2 with knowledge [5–6]

- Growth of suburbs as people had mobility.
- Easier and more flexible communication.
- Modest cost of cars/1 in 3 families owned one by 1929 (accessible to large numbers).
- Multiplier effect on other industries (road building, metal/electrical industries, etc.).

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7 Study Source B

How reliable is this source as an explanation of the problems of American farmers? Explain your answer using details from the source and your knowledge.

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

- Several reasons are given.

Level 2: Description only [2–3]

- The scale of the problems facing farmers (numbers of those bankrupted or just managing).
- High tariffs (effects of depressing prices of agricultural products, increasing costs of products bought by farmers).
- Freight charges ('excessive').
- Speculation (gambling in farm products is condemned).

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

Knowledge

- Financial plight of farmers was a reality.
- Low prices were the basis of their problem (produce often burned because prices too low).
- Tariffs were designed to help industry (Fordney-McCumber Tariff) and they hurt farmers (not only with cost of imports but foreign tariffs against U.S. agricultural exports).
- Farmers beholden to railway companies and speculators.
- Over-production (high-efficiency farming).

Evaluation

- Unreliable aspects of content identified (subjectivity of the comments: 'exorbitant' and 'excessive'; imprecision: no details about prices/costs, vague about gambling; bias: no recognition of shortcomings of farmers).
- Unreliability of the author (Wisconsin was a wheat-growing state, the author was nominated by the 'farmer-labour movement').
- Reliable aspects of the content identified (numbers in financial trouble based on official figures).
- Reliability of author (farmers' plight made a campaign issue only because it was serious enough for the candidate to exploit for political advantage).

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

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8 Study Source C

Did the ways of running a factory described in this source benefit employers more than employees in the 1920s? Explain your answer using details from the source and your knowledge.

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

- Employers benefited more than employees (or vice versa).

Level 2: Description only: identifies benefits to employers and/or employees, points open to interpretation [2–3]

- High wages (for employers: used to purchase goods; for employees: more spending power).
- Factory work (for employers: simplicity and continuity of production = greater efficiency; for employees: ease of work, application of expertise, robotic work patterns).

Level 3: Level 2 **and** addresses ‘did employers or employees benefit’ with **either** knowledge **or** evaluation [4–5]

Knowledge

- Details of pay (\$5 a day in Ford’s factories).
- Scale of car industry and details of mass production techniques.
- Consumer boom of 1920s in cars and ‘other sectors’.
- Explanation of the ‘multiplier effect’.
- Labor relations (trade union attitudes).
- Paternalism/philanthropy of many big businessmen (with interests of others besides themselves at heart).

Evaluation

- Highlights language used, for example, ‘our sales’ suggests employers’ benefited most.
- Written by a leading manufacturer, so likely to be more concerned with personal interests.
- Mutuality of benefits could be explored.

Level 4: Level 2 **and** address ‘did employers or employees benefit’ with knowledge **and** evaluation [6–7]

NB Some candidates are likely to evaluate the source with knowledge and, if the answer is integrated in this way, the marks from 4–7 will be allocated according to the extent of the assessment.

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9 Study Sources D and E

To what extent do these accounts agree about speculation on the Wall Street stock exchange? Explain your answer using details from the sources and your knowledge.

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

Level 2: Offers an explanation based on content only [3–6]

Agreement:

- Involvement in the stock market was widespread (D: 'everyone was playing the market', E: 'bankers', 'financial leaders', 'industrial executives').
- Confidence in the market was high (D: 'stocks soared dizzily', expectation of 'a rising market', etc.; E: leading businessmen had faith in 'the soundness of the stock market', they were 'cheerful', Wall Street... 'in an optimistic frame of mind').

Disagreement:

- Unease expressed in D (considered selling, anticipated 'something must soon happen', even before the Crash).
- No doubt in E about the future ('feeling was that the worst had been seen').

Level 3: Level 2 **and** addresses 'to what extent' based on content **with either** evaluation **or** knowledge [7–8]

Evaluation:

- D: written after the event so the sense of doubt may have been informed by the knowledge of the extent of the fall in the market that followed. However, the author did work in New York so he had first-hand knowledge of the attitudes of others.
- E: written against knowledge of events on Black Thursday; the New York Times regarded as a 'serious' paper.

Knowledge:

- Details about the rise of the stock market, the 'hysteria' of buying on credit, etc. and the extent of the involvement of banks and other institutions.
- Signs of economy stalling in some sectors.
- Extent of the Wall Street Crash.

Level 4: As Level 2 **and** addressing 'to what extent' with evaluation **and** knowledge [9–10]

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10 Study Sources F and G

To what extent is it appropriate to refer to the years 1920 to 1929 as the ‘Boom Years’? Use the sources and your knowledge to explain your answer.

Content: evidence in the sources

- Standards of living high by comparison with other countries (equated with ‘the privileged classes elsewhere’ (F) and ‘well-being unparalleled in all the world’ to the extent that ‘it has come nearer to the abolition of poverty’ (G)).
- Economic growth (F provides lots of statistics, G refers to the progress of ‘the past seven years’).
- Liberty and opportunity are highlighted in G.
- F: Emphasis on statistics of consumerism (materialism) ignores key social criteria, such as quality of housing, education.
Statistics reveal that the majority did not enjoy the material goods indicated (85 of every 100 people were not subscribers, etc.).
Radios held by farmers indicate isolation of farmers rather than prosperity.
- G: Lacks specific evidence – provides general assertions.
Inaccurate in some respects: ‘equal opportunity’ denied certain groups (women, African Americans, Native Americans, immigrants).

Knowledge: from Sources A–E and, in addition,

- Economic activity, job creation, increased wealth.
- High rates of immigration as an indication of the better standards and opportunities in U.S. compared with other countries.
- Laissez-faire policy of government (‘the business of America is business’).
- Huge divide between rich and poor.
- Regional variations.
- Differences between town and country (reference to farmers in F misleading on their standards: link to Source B).

Evaluation:

- F: a professor of economics = an authority on the subject. A comparative study, so emphasis on contrast between U.S.A. and other countries, rather than an internal assessment of America at the beginning and end of the decade.
- G: viewpoint consistent with the author’s philosophy of ‘rugged individualism’.
Emphasis on American values to appeal to wide spectrum of electorate.
A Republican Party happy to credit the ‘progress of the past seven years to Republican presidents.
- Perspective of 1927/8 could be considered as context for both, i.e. clear evidence of economic growth compared with 1920.

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

Level 2: **One-sided** answer [3–8]

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

Level 4: **Two-sided** answer: for **and** against and **balanced** [11–14]

NB At Levels 2–4

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