

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0409 AMERICAN HISTORY (US)

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.

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Notes

- The full mark range will be used as a matter of course. Marks must not be deducted for inaccurate or irrelevant material. Half-marks will not be used.
- Levels of response criteria are used for questions where a hierarchy of answers is possible. Each answer is to be placed in the level that best reflects its qualities. It is not necessary to work through the levels.
- In all levels, provisionally award the highest mark and then moderate according to the qualities of the individual answer.
- Arguments need to be supported with evidence. Lots of facts/dates are not required.
- No set answer is looked for to any question. The examples given in the mark scheme are indicative only and are not intended to be exhaustive or prescriptive. They are given only as examples of some responses/approaches that may be seen by an examiner.
- This is a source-based paper. Without the content of the source(s) the answer can only be awarded Level 2 at most.

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Section A: Native Americans, West of the Mississippi, 1840–1890

1 Study Source A.

What reasons does the writer give for the slaughter of the buffalo? Explain your answer using details from the source and your knowledge.

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

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

- There were many reasons for the slaughter of the buffalo.

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

- Shooting buffalo was a sport ('hunters competed with each other to shoot as many buffalo as they could').
- Buffalo were a valuable resource ('skinners ... took the hides').
- The land was needed for cattle ('settlers wanted to clear the prairie for their cattle').
- Killing buffalo was the government's way to tame Native Americans ('to control Indians by getting rid of their food supply').

Level 3: Level 2 with knowledge [5–6]

- Hunters hired trains to shoot from.
- Certain individuals achieved celebrity status for the number of buffalo they shot.
- Number of buffalo declined from 60 million in 1860 to 250 in 1890.
- Growth of cattle population rose dramatically, cow towns emerged.
- Dependence of Native Americans on the buffalo for everything from food to clothing, shelter to tools.
- Government did not interfere to stop the slaughter.

2 Study Source B.

Should treaties, such as the first Treaty of Laramie (1851), be regarded as a triumph for Native Americans? Explain your answer using details from the source and your knowledge.

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

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

- Either yes or no.

Level 2: Either agrees by description only [2–4]

- The terms are regarded as 'the start of a new era for the Indians – an era of peace'.
- Native Americans were covered by U.S. law ('protection from crimes against them by U.S. citizens').
- Native Americans would be better off financially, ('receive \$50 000 a year for ten years').
- Relations with settlers and the government would be better ('happy results' and 'little dread from the bad white man').

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Or, disagrees by description only

[2–4]

- The sum of money agreed was meagre and for only a short time.
- Allowing settlers ‘to cross the desert unmolested’ was detrimental to the interests of Native Americans, however ‘peaceable’.
- The building of roads and posts in the ‘territories’ of the Native Americans was contrary to their interests.

Level 3: Level 2 and addresses ‘Should?’ either with knowledge or evaluation

[4–6]

Knowledge:

- Money had no particular value to Native Americans, whatever the sum.
- The authorities favoured white men so crimes committed by them were usually ignored.
- The number of white men moving west was too large and over such huge distances that law enforcement was difficult.
- Roads (and rail) divided buffalo herds and disrupted traditional migrations of Native Americans.
- Following the influx of settlers in pursuit of gold in California in 1849 and a subsequent rise in clashes between them and Native Americans, the treaty was an attempt to resolve these problems.

Evaluation:

- Arguably, any ‘conference of Indians and government officials’ was weighted to the interests of the latter as they had superior power.
- Governments of the 1850s had no intention of implementing the treaty.
- The author was a religious man who worked with Native Americans, no doubt to convert them to Catholicism. As such he might welcome a treaty that brought more control over Native Americans.

Level 4: Level 2 and addresses ‘Should?’ with knowledge and evaluation

[5–7]

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3 Study Source C.

How realistic is the painting of the use of force by the U.S. Army against Native Americans? Explain your answer using details from the source and your knowledge.

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

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

- It is realistic because it conveys the brutality of the soldiers.

Level 2: Description only [2–4]

- In clearing Native American villages U.S. soldiers often attacked at first light ('Attack at Dawn' is the title of the painting).
- Surprise was planned to catch Native Americans unawares (warrior shown just emerging from tipi).
- Soldiers fired at all Native Americans they saw (each one in the painting is being targeted).
- Degree of chaos is realistic.
- Soldiers were resisted (one falls to the ground in the foreground).

Level 3: Level 2 and addresses 'How realistic' with either knowledge or evaluation. [4–6]

Knowledge:

- Massacres were common place (examples; Sand Creek, 1864, Wounded Knee, 1890).
- General Sheridan, who commanded the U.S. Army from 1884–1888, and ordered the attack at Washita, was renowned for his brutality against Native Americans.
- Others were like him. General William Sherman, who commanded the U.S. Army 1869 to 1884, pursued a policy of destroying the buffalo and attacking Native Americans during the winter when they were vulnerable.
- General Custer played a prominent role at Washita (links to Little Big Horn might be made).
- There were 938 'engagements' between 1865 and 1898, many of which were no more than skirmishes rather than massacres such as Washita and some resulted in the defeat of the U.S. Army which is not indicated in this painting.

Evaluation:

- The artist knew little of the west (his first visit was in 1893) and painted in a studio in New Jersey. The 'Attack at Dawn' was completed in 1904, almost 40 years after the event.
- Despite these constraints on the artist the painting may be considered realistic given the uncertainty of such actions.
- Yet, there is no indication that women and children were killed too. Of the 103 Cheyenne killed only 11 were warriors.
- The painting might be considered by some to portray the soldiers in an unfavourable light or as heroic. Native Americans are resisting with guns to indicate the action was more a battle than a massacre?

Level 4: Level 2 and addresses 'How realistic' with knowledge and evaluation [5–7]

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4 Study Sources D and E.

To what extent did the Dawes Act improve the conditions of Native Americans? Explain your answer using details from the sources and your knowledge.

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

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

- Source D is more useful because the Chief explains his views.

Level 2: Description only based on content of one source [3–4]

Source D

- Distribution of land was fair in so far as it was divided according to set criteria and the likely requirements of families and individuals (the head of a family received eight times that of a person under 18 years of age as the former had more to feed).
- All those on the reservation were given legal equality with white men ('everyone with an allotment ... is given U.S. citizenship').

Level 3: Description only based on content of both sources [5–6]

Source E

- Reinforces Source D in claiming the Act 'will help the Indians to become independent farmers by making them individual land-holders'.
- Native Americans would benefit from 'wholesome contact with our civilization' and making the way ... into citizenship'.

Alternative Level 3: Level 2 and addresses 'To what extent' based on content with either evaluation or knowledge [5–6]

Level 4: Level 3 and addresses 'To what extent' based on content with either evaluation or knowledge [7–8]

Evaluation:

Source D:

- Citizenship was granted to all allotment holders but, by implication, not individuals within the family.
- The law was imposed on the Native Americans so, by implication, it was designed to suit government interests above all else.

Source E:

- One of the results of the Act was to 'loosen tribal bonds' in order to bring 'the Indians under our laws'.
- The IRA's aims were 'the complete civilisation of the Indians' i.e. to assimilate them and destroy their own culture.

The Date:

- By 1887 resistance from the Native Americans had been subdued allowing government to impose its will irrespective of whether that was in the best interests of the Native Americans.
- Only three years later Native Americans were massacred at Wounded Knee.

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Knowledge:

- Native Americans were hunters not farmers (though they had been generations previously, knowledge of how to farm had been lost).
- The quality of the land in the reservations was poor and devoid of game: inadequate for them to live well.
- By restricting Native Americans to plots of land they were effectively imprisoned as their culture was nomadic.
- Life on the reservation exposed Native Americans to white culture and ways of living some of which were potentially positive (schooling) and some were negative (alcohol).
- Native Americans on the reservations were reliant on subsidies which were exploited by corrupt government agents and traders, known as the Indian Ring, which left the populations on the reservations in abject poverty.

Alternative Level 4: Level 2 and addresses ‘To what extent’ based on content with evaluation and knowledge [7–8]

Level 5: Level 3 and addresses ‘To what extent’ based on content with evaluation and knowledge [9–10]

5 Study Sources F and G.

“It was only at Wounded Knee, in 1890, that Native Americans lost hope in their struggle with the white man.” How far do you agree? Use the sources and your knowledge to explain your answer.

Content: evidence that hope was lost after Wounded Knee.

Source F: hope existed before 1890.

- A minority, perhaps (‘Some believed this’: the ‘Christian God would help us’).
- Faith in the soldiers (‘We did not fear. We hoped that we could tell them our troubles and get help.’).

Source G: devastating effect of Wounded Knee.

- Implies hope before 1890 (‘I did not know then how much was ended’).
- The horror and shock of the massacre (‘I can still see the butchered women and children lying heaped and scattered all along the crooked gulch’ etc.).
- Optimism and confidence ended (‘A people’s dream died there.’).
- The Oglala Lakota Sioux were finished as a nation (‘The nation is broken and scattered. There is no center any longer.’).

Content: evidence that provides a counter argument.

Source F:

- Hope had already been extinguished (‘There was no hope on earth.’).
- Faith in the white man’s God had been lost (‘We had seen neither God nor God’s works’).
- Native Americans were confused and resigned to their fate (‘The people did not know; they did not care’).

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

Wounded Knee ended hope

- The Ghost Dance and the prophecies of Wovoka raised hopes of redemption from the white man in 1889.
- Death of Big Foot at Wounded Knee.
- There had been defeats and massacres before from which the Native Americans had rebounded but not after Wounded Knee (cross reference to Source C possible).
- The remainder of the Sioux finally surrendered in 1891.

Counter-argument

- Destruction of the buffalo had diminished the ability of Native Americans to survive let alone fight (cross reference to Source A possible).
- Government treaties were broken fuelling sense of disillusionment (Treaties of Laramie with cross reference to Source B possible).
- The reservation system was extensive and had effectively imprisoned the Native Americans (cross reference to Sources D and E possible).
- Death of leading chiefs: Crazy Horse was murdered in September 1877 and Sitting Bull was killed on 15 December 1890 two weeks before Wounded Knee.

Evaluation:

- Cross reference to Sources A-E.

Source F:

- Red Cloud was old by the 1890s (born 1822) and fatalistic.
- He had won victories in the 1860s and 1870s but to no avail in terms of the fortunes of Native Americans which helps explain his resignation.
- His thoughts are second hand and the recollection of a physician in whom he confided.

Source G:

- Black Elk had the benefit of perspective and his assessment is influenced by this.
- He had fought at Little Big Horn (1876) at the age of 12 and was still young in the 1880s, perhaps with the confidence of youth, unable, or unwilling, to accept the cause of the Native Americans was lost until Wounded Knee.
- He witnessed what happened at Wounded Knee and, as his testimony indicates, it scared him.

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

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

Level 2: One-sided answer: either agrees or disagrees [3–8]

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

Level 4: Two-sided answer: for and against and balanced [12–14]

At Levels 2–4

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

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**Section B: The Presidency of Harry S Truman, 1945–1953:
Domestic and Foreign Policy**

6 Study Source H.

What was the cartoonist’s view of communist Russia (U.S.S.R.)? Explain your answer using details from the source and your knowledge.

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

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

- The USSR was concerned to defend itself or expand.

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

Either, candidates are likely to develop the idea that Russia was intent on defending herself or, candidates are likely to develop the idea that Russia was intent on annexing other countries. Both approaches are likely to use the following details to support their interpretation.

- Russia wanted to be friends with those states with which it had borders ('we want friendly states around us').
- Russia wanted to be friends with countries further afield ('we want friendly states around our friendly states').
- Russia aimed to extend this principle till all states were 'friendly' ('and so on without end', implying the inclusion of the U.S.A.).
- Russia was intent on controlling surrounding land (the walls represent security against attack or consolidation of their power imposed on the areas enclosed).

Level 3: Level 2 with knowledge [5–6]

Whichever line candidates take they are likely to draw on the following to support their case.

- Russia had taken over the Baltic States and had taken control of many countries in Eastern Europe (to provide a buffer zone or to expand its influence?).
- Russia supported the activities of Communist parties in Western Europe (designed to reduce the threat they posed to Russia or to undermine those states and subvert capitalism?).
- Russia was supporting Communist rebels in Greece and Turkey (either, to secure borders – they were neighbouring states; or, to extend their power – consistent with traditional ambition to exert influence in the Balkans?).
- It was widely believed that Russia intended to export communism throughout the globe (Soviet propaganda explicit in that regard and Americans perceived Russia as a direct threat: Kennan 'long telegram' etc.) whether for defensive or offensive reasons.
- U.S.S.R. and U.S.A. mistrusted each other.

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7 Study Source I.

What are the strengths and limitations of this photograph as evidence about the House Un-American Activities Committee? Explain your answer using details from the source and your knowledge.

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

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

- It shows how the Committee operated.

Level 2: Description of strengths of the photograph using details of content only [2–4]

- Committee hearings were held in public (people seated behind Taylor).
- H.U.A.C. hearings attracted wide interest (news reporters in the background and man with camera).
- For the person answering questions the hearings were demanding (they faced a large number of interrogators).
- Defendants were sworn to tell the truth (the Chairman is administering the oath).
- Celebrity figures were some of those brought before the H.U.A.C. (Taylor was a Hollywood movie star).

Level 3: Level 2 and addresses ‘strengths and limitations’ with either knowledge or evaluation [4–6]

If only strengths or limitations [4–5]

Evaluation:

- The photograph captures a precise moment of the hearing and accurately shows the swearing in of the witness.
- It accurately conveys some sense of the intimacy of the hearings and the intimidating position in which the witnesses found themselves.
- The apparent friendliness of the proceeding is misleading as the tone or attitude adopted by those involved was often aggressive.

Knowledge:

- The investigation of Hollywood – actors, writers, producers etc. – ran from 1947 to 1951 and attracted massive public interest.
- Some, like Taylor, were prepared to name others in the movie industry as communists.
- Others, like Arthur Miller refused to do so and were cited for contempt, fined and given a suspended prison sentence.
- Committee proceedings were intimidating especially after the withdrawal of the First Amendment allowing freedom of speech and the tendency of the H.U.A.C. to interpret the ‘taking of the Fifth Amendment’ (right to silence) as an admission of guilt.
- Candidates may refer to some of the high-profile cases heard by the H.U.A.C.

Level 4: Level 2 and addresses ‘strengths and limitations’ with knowledge and evaluation. [5–7]

If only strengths or limitations [5–6]

NB: Some candidates may confuse McCarthy as being involved on the H.U.A.C. This was not the case: he was chairman of Permanent Investigations Sub-Committee of a Senate Committee on Government Operations. Candidates who confuse the two, or assume McCarthyism spanned the whole of Truman’s presidency, should not be penalised.

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8 Study Source J.

How useful is this statement as evidence about politicians' views on the communist threat? Explain your answer using details from the source and your knowledge.

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

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

- The statement is useful about the views of politicians.

Level 2: Description only [2–4]

- Communists aimed to dominate the world ('to establish a communist totalitarian dictatorship throughout the world').
- There were many within the U.S.A. who supported communism ('thousands ... who were rigidly and ruthlessly disciplined')
- Communism 'presents a clear danger to the existence of free American institutions'.
- Conspiracy 'to combine with any other person' against the U.S. was illegal.

Level 3: Level 2 and addresses 'How useful' with either knowledge or evaluation [4–6]

Evaluation:

- The date of the Act is significant. Events in the Far East (communists took power in China in October 1949 and by September 1950 the war in Korea was three months old) understandably raised concerns about communism.
- 'Thousands' in America may have supported communism though the figure is unknown. The source might be considered unreliable for being vague.
- The fact that Truman opposed the Act and that it only passed Congress by a voice-vote suggests the concerns behind the Act were shared by a significant number of politicians, if not all.

Knowledge:

- The notion of 'a world communist movement' is consistent with the existence of organisations such as the International and the Cominform. Cross reference to Source H would be appropriate.
- The establishment of Congressional hearings was proof that many politicians considered communism posed a threat.
- The concern about the threat to institutions was real (loyalty oaths were in place and it was in 1950 that McCarthy claimed that the U.S. State Department had been infiltrated by 205 communists).
- There were real concerns about espionage and conspiracy in the early years of the Cold War (the Rosenberg Affair was controversial at the time but had substance, as discovered later).

Level 4: Level 2 and addresses 'How useful' with knowledge and evaluation [5–7]

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9 Study Sources K and L.

How far do these sources agree about the attitudes of anti-communists? Explain your answer using details from the sources and your knowledge.

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

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

Level 2: Description only based on content but limited to points of agreement or difference [3–4]

Agreement:

- Those who pursued anti-communists told lies (K: refers to ‘telling the kind of lies’, L: says ‘they use slander, unproved accusations and plain lies’).
- Those who smeared individuals and officials revealed they were irresponsible in their attitude as this had a negative impact on the image of America (K: argues ‘the U.S. government (is) an object of suspicion ... and, undoubtedly, the laughing stock’, L: says, ‘Americanism is being undermined’).
- Some anti-communists were irrational in their attitude (K: refers to ‘crackpots, professional informers and hysterics’, L: highlights how they threaten ‘our basic freedoms more effectively than the communists’).
- Those promoting the “Red Scare” seem to have been motivated by the attitude that the US government was being taken over by communists (implicit in K in the accusations against Lattimore and in L: ‘They are trying to persuade us that our government is riddled with communism’).

Difference:

- One source is more explicit than the other in identifying those seeking to expose communists (K: the criticism is levelled directly at Senator McCarthy, and others ‘he has surrounded himself with’, L: vaguely refers to ‘people’ and ‘they’ without naming individuals).
- The attitude of anti-communists subject to the smears of those actively pursuing communists differed (Lattimore, in K, is prepared to challenge them, L: explains ‘that no-one will stand up to them for fear of being called a communist’ which accounts for Truman’s defence of civil servants as the ‘most loyal body ... in the world’).

Level 3: Description based on content but considers points of agreement and difference [5–6]

Alternative Level 3: Level 2 and addresses ‘How far’ based on content with either evaluation or knowledge [5–6]

Level 4: Level 3 and addresses ‘How far’ based on content with either evaluation or knowledge [7–8]

Evaluation:

- The interests of the authors differ. Source K is more personal in its interests whereas Source L is concerned more with national interests (K: offers a defence of his own position in response to specific charges made against him, L: is concerned about ‘people in this country’ who ‘are chipping away at our basic freedoms’).
- The authors of the sources represent the views of moderate anti-communists and also expose the more extreme views of those they are criticising.
- Whilst both may be said to be appealing to the public, Source L was aware that his words would reach more people and be more influential. This may help explain the measured language of Source L compared to Source K.

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- Similarly, Source K was a statement made to refute charges made against him in the Senate whereas Source L was delivered to the American Legion where an appeal to Americanism and national virtues would have resonated with a sympathetic audience.
- Source K was made in the middle of a personal crisis whereas Source L a little later when the investigations into communism had gone even further to a point where executive intervention was needed.

Knowledge on K:

- When McCarthy produced a list of 205 names in Feb 1950 whom he accused of communism he was pressed to identify them: he identified Lattimore as ‘the top Soviet spy’.
- Lattimore was a professor of Chinese History who advised the government during and after the war on their China policy.
- Though cleared by Congress in 1950 he was hounded by McCarthy and faced charges in 1951 and 1952 which took him years to clear.

Knowledge on L:

- Truman’s position was, arguably, ambivalent. He introduced loyalty oaths and he was an outspoken critic of communism.
- However, he opposed the McCarran Act (cross reference to Source C possible) and his concern to uphold American principles of free speech and so on was sincere.
- Was Truman concerned to secure national unity at a time of war in Korea?

Alternative Level 4: As Level 3 and addresses ‘How far’ with evaluation and knowledge [7–8]

Level 5: As Level 4 and addresses ‘How far’ with evaluation and knowledge [9–10]

10 Study Sources M and N.

“The defence of freedom was the main aim of the foreign policy of the United States in the period from 1945 to 1953.” How far do you agree? Use the sources and your knowledge to explain your answer.

Candidates may argue that both sources confirm that the defence of freedom was important if not the sole concern of U.S. foreign policy. They may also explain that there was no single means to achieve U.S. concerns.

Content: evidence in the sources. Agreeing:

Source F

- Truman insists ‘the US has protested against the violation of the Yalta Agreement’.
- Central to his speech was the key point that ‘it must be the policy of the United States to support free peoples’ if threatened by ‘armed minorities or outside pressures’.
- He claims the U.S. should respond to the pleas of ‘free peoples’ who ‘look to us to maintain their freedoms’.

Source G

- Stresses the importance to ‘permit the ... conditions in which free institutions can exist’.

Content: evidence in the sources. Disagreeing:

Source F

- The defence of freedom is regarded as merely ‘one of the primary aims of the U.S.’.

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- Truman appears as concerned about maintaining U.S. interests as defending freedom (though some may see the two as synonymous), when he expresses concern about the spread of communism to Turkey and the 'welfare of this nation'.

Source G

- Marshall emphasises the importance of political stability and peace as the main objective of U.S. foreign policy.
- Economic assistance to 'Europe' in particular but to the 'world' as a whole is seen as essential. Some may argue he is primarily concerned with the economic interests of the U.S. as Europe's requirements would come 'principally from America' making it 'logical that the U.S. should do whatever it can'.
- According to Marshall 'our policy is directed not against any one country or doctrine' (implied in Source F) but against 'hunger, poverty ...'.

Knowledge:

- Huge economic and political problems in post-war Europe are the context for Sources F and G. Truman was responding directly to the problem of civil war in Greece. Marshall was primarily concerned with the danger of communism exploiting the situation.
- Details about the Truman Doctrine and how it was implemented not only in Greece but subsequently would be appropriate (Berlin Blockade?).
- Details of the Marshall Plan and how it was implemented would be helpful including the fact that aid was offered to eastern European states ('not directed against any one country or doctrine').
- Soviet consolidation of power in Eastern Europe and the perceived threat they posed to western Europe was key to shaping U.S. policy. The reference to Yalta and events in Poland, Rumania and Bulgaria could be developed.
- The reference to Turkey could be developed and linked to the George Kennan telegram and the fear of Soviet expansionism. Cross reference to Source A would be appropriate.

Evaluation:

- Cross reference to Sources H-L.
- Truman and Marshall were colleagues in government pursuing the same goals by various strategies: Truman approved the Marshall Plan and Marshall approved the Truman Doctrine.
- Truman was appealing to Congress to approve \$400 million to match the current and urgent need to defend Greece. His language and the pitch of his speech were instructive.
- Truman was speaking at a time when the hearings of the HUAC were being held (cross reference to Source B would be appropriate) and the concerns raised in his speech may have been designed to chime with theirs.
- Marshall was explaining U.S. policy to the public after Truman had secured Congressional approval for his policy of 'containment'. His purpose was more to justify the expense of the Marshall Plan.

Level 0: No evidence submitted or response does not address the question	[0]
Level 1: General assertion rather than explanation	[1–2]
Level 2: <u>One-sided</u> answer: <u>either</u> agreeing <u>or</u> disagreeing	[3–8]
Level 3: <u>Two-sided</u> answer: for and against but <u>imbalanced</u>	[9–11]
Level 4: <u>Two-sided</u> answer: for and against and <u>balanced</u>	[12–14]

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At Levels 2–4

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