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**AMERICAN HISTORY (US)**

**0409/02**

Paper 2 Defining Moments

**May/June 2016**

MARK SCHEME

Maximum Mark: 45

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**Published**

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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### **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: From Compromise to Conflict, 1850–1861**

**1 Study Source A.**

**Why did Harriet Beecher Stowe write *Uncle Tom’s Cabin*? 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]

- She wanted to show what slavery was like.

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

- To arouse awareness of the condition of slaves ('awaken sympathy for the African race as they exist among us').
- A call for the abolition of slavery ('wrongs and sorrows ... so cruel and unjust as to defeat all attempts at improvement').
- To record the system of slavery for posterity (the scenes in the story would be 'a record of what has long ceased to be').
- To promote the return of slaves to Africa ('Slaves should live in an enlightened and Christian community in Africa').

**Level 3: Level 2 with knowledge** [5–6]

- Aspects of the cruelty of slavery and the failure of attempts at reform.
- Attitudes of contemporaries to slavery.
- Work of the Colonization Society (the author’s father was a leading figure in the movement).

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## 2 Study Source B.

**How useful is this poster about attitudes in the North to the Fugitive Slave Law? Explain your answer using details from the source and your knowledge.** [7]

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

- It is useful because it shows there was opposition to the Fugitive Slave Law.

**Level 2: Content only, focusing on the attitudes (sympathetic/unsympathetic) to fugitive slaves** [2–4]

Those who opposed the Fugitive Slave Law did so because they:

- Objected to fugitive slaves being imprisoned.
- Objected to ‘the Compromises’ (specifically that of 1850) being enforced by ‘the Slave Power’ which ‘are to be crammed down the throat of the North’.
- Regarded fugitives as ‘Free Citizens of Massachusetts’.

Others supported the Fugitive Slave Law because:

- The authorities had imprisoned a fugitive.
- A jury was about to declare against the fugitive.
- Some were prepared to capture fugitives (‘THE KIDNAPPERS ARE HERE’).

**Level 3: Level 2 and addresses ‘how useful’ with either knowledge or evaluation** [4–6]

Knowledge

- The Compromise of 1850 included a Fugitive Slave Law.
- Most fugitive slaves headed north to places like Boston. Details about the ‘underground railroad’.
- Owners of runaways employed agents to track them down and to pursue their quarry until they brought them home.
- Rewards were offered to those who helped secure a runaway.
- Many in the North held racist attitudes and many opposed freeing slaves.
- Abolitionist sentiment was strong nonetheless, with public protests against the authorities who brought slaves to court and returned them South.
- Details about the work of the Anti-Slavery Society (founded 1833).
- The Personal Liberty Law in Massachusetts offered protection to fugitives.

Evaluation

- The poster is dated 1855 by which time many cases involving fugitives had been heard in court.
- Some of the leading abolitionists were freed Negroes, so it is unsurprising that there was some sympathy for the slave in Boston.
- The strength of feeling (bias) of the anti-slavery lobby who published the poster is evident in the language used (evokes principles of ‘Liberty’ and those who favoured slavery are accused of having ‘trampled upon’ the Compromises ‘when in the path of Slavery’ but ‘crammed down the throat of the North’ when, it is implied, it suited the Slave Power).
- The purpose of the poster might be assessed.
- Opposition to slavery was not shared by all in the North: many were either opposed to its abolition or not particularly interested one way or the other.

**Level 4: Level 2 and addresses ‘how useful’ with knowledge and evaluation** [5–7]

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### 3 Study Source C.

**How far was Lincoln committed to the abolition of slavery? Explain your answer using details from the source and your knowledge.** [7]

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

- Agrees or disagrees.

**Level 2: Content only to show Lincoln's position** [2–4]

- 'My first impulse would be to free all the slaves' but only as a prelude to sending them to Liberia.
- 'Systems of gradual emancipation might be adopted.'
- Abolishing slavery only 'possible in the long term but not immediately'.
- Opposed equality of slaves and whites ('My own feelings will not allow this').
- Strength of opposition to abolition persuaded him against freeing the slaves (refers to 'most whites' and 'our brethren in the South').

**Level 3: Level 2 and addresses 'how far' either with knowledge or evaluation** [4–6]

#### Knowledge

- Lincoln opposed the extension of slavery beyond its present borders. He opposed the repeal of the Missouri Compromise implicit in the new Kansas-Nebraska Act of May 1854.
- Lincoln was critical of the abuse of the laws on slavery, especially of the Fugitive Slave Law. Later, he denounced the Dred Scott decision.
- Lincoln did not state the abolition of slavery to be an objective at any point before his Emancipation Proclamation.

#### Evaluation

- The opening words – 'My first impulse' – indicate that Lincoln was morally opposed to slavery.
- As a politician, Lincoln was wary of alienating support which explains his concerns about the views of 'most whites'.
- As a state sharing a border with Missouri and Kentucky (slave states), opinion in Illinois about slavery was divided, so Lincoln's views were intended to appeal to those on both sides of the argument.
- Lincoln did not think it right for him to impose his views on the rest of the country.

**Level 4: Level 2 and addresses 'how far' with knowledge and evaluation** [5–7]

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#### 4 Study Sources D and E.

**To what extent do these sources differ in their views on slavery? Explain your answer using details from the sources and your knowledge.** [10]

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

**Level 2: Comparison based on content; differences or similarities only** [3–4]

*Differences only:*

- Sources differ on principle (D: considers the decision validates slavery, legally, E: regards slavery as immoral in stating his actions were ‘right’).
- Sources differ on slaves (D: they are ‘property’, E: they are individuals no different to free men as Brown regards himself as ‘bound with them’).
- Sources differ on responsibility for slaves (D: considers the slave states should be left alone to deal with ‘the question of slavery’, E: considers others had responsibility and were obliged to ‘interfere’).

**Level 3: Comparison based on content; differences and similarities** [5–6]

*Similarities:*

- Sources suggest Brown and others like him were dedicated (D: they are described as ‘fanatics’, E: he saw himself as a martyr willing to ‘forfeit my life’).
- Sources consider property of primary concern (D: slaves considered as important as ‘all other property’, E: ‘I never intended the destruction of property’).
- Sources both invoke religion to justify their position (D: regards abolition as a ‘devilish doctrine’, E: justifies his position from the New Testament).

NB At this level reward development/discussion of points.

**Alternative Level 3: as Level 2 and addresses ‘to what extent’ based on content and either evaluation or knowledge** [5–6]

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

Evaluation of D

- The language used against its detractors is hostile: ‘devilish’, ‘fanatics’.
- Defensive and intolerant tone of the article which does not allow for discussion.
- Comment is selective in that judges were not unanimous in finding against Dred Scott.
- The newspaper’s readership largely favoured slavery, so its comments were geared to appeal to that audience.
- Strident tone explained by the euphoria of the recent announcement of the decision.

Evaluation of E

- It is a record of Brown’s testimony, so presumably accurate.
- Sincerity may be questioned given Brown’s record of interference earlier (i.e. in ‘Bleeding Kansas’ in 1856 when people were killed and he tried to raise rebellion amongst the slaves).
- Brown’s motives might be considered: was he courting martyrdom or trying to rouse support from others?

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Knowledge on D

- Details of the Dred Scott case.
- Examples of 'agitation' for abolition: propaganda, campaigns to raise support, pressure on politicians.
- Information about the fugitive slave laws, perhaps with cross reference to B.

Knowledge on E

- Details of Brown's Raid.
- Influence of religious beliefs on abolitionists, especially Quakers.
- Perceptions of Northerners about slavery and conditions of slaves.

**Alternative Level 4: as Level 2 and evaluation and knowledge**

**[7–8]**

**Level 5: as Level 3 and evaluation and knowledge**

**[9–10]**

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## 5 Study Sources F and G.

**‘The election of Lincoln as president in 1860 was the main reason for the secession of the Southern States.’ How far do you agree? Use Sources F and G and your knowledge to explain your answer.**

**In addition to Sources F and G, you may use any of the Sources A to E to help you answer this question. [15]**

*Content:* Lincoln was a reason for secession.

- F: acknowledges fears that he ‘will attempt to undermine their constitutional rights’. Cross reference to C possible. In so far as ‘constitutional rights’ were of fundamental importance to the South, F lends weight to the view that Lincoln’s election was important.
- G: expresses belief that ‘his aim is ultimately to abolish slavery in the States’. Cross reference to C possible. In urging Georgia to take action before his inauguration, G emphasises the importance of Lincoln’s election.

*Content:* other factors were reasons for secession.

- Lincoln would not have the power to change things because of the complicated nature of government and he ‘does not make the laws’ (F).
- States’ Rights were important: the opening sentences of F and G make this point.
- Congress was viewed with suspicion: in F there are references to fears of what Congress ‘may do hereafter’ and G is concerned that the Republicans will not agree to amendments to ensure ‘full security for your rights’.
- Anger at the repeal of the fugitive slave laws by Northern States (G) with link to B.
- Threat to abolish slavery: F denies Congress has ever tried to reduce slavery though G speaks of a ‘war on your property’ with cross links to A, D and E.

### Knowledge

F – checks and balances of the Constitution that limited the power of the president; laws passed by Congress over the years (Kansas-Nebraska Act, 1854, and the Compromise of 1850); the Lincoln-Douglas debates.

G – few voted for Lincoln in the Southern States; Republicans were opposed to slavery; States’ Rights was central to Southern thinking (Calhoun’s speeches, including that of 1850); the Lincoln-Douglas debates.

### Evaluation

- Cross reference to sources in Part A (see examples above).
- F: as president, he was aware of the limits of presidential power: this speech was an opportunity to warn Lincoln of the dangers of challenging slavery; the Union was of key importance to him (last lines); moderate but frank language befitting an outgoing president; addressing the nation not just one section; stress on States’ Rights (the word ‘always’).
- G: the author was a long standing opponent of abolitionists; his tone is belligerent (‘war on your property’) and distrusting of the North (Lincoln, Abolition States, Republicans); one week before South Carolina seceded and five weeks before Georgia seceded, so feelings were running high and, as such, his views/emotions were sincere; comments geared to audience of the State only.

Judgement: an assessment of whether Lincoln’s election was more important than other factors.



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

Level 2: One-sided answer: either Lincoln was the main reason or other factors are identified [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 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 Civil Rights Movement in the 1960s

### 6 Study Source H.

How did the sit-in at Woolworth, Greensboro, develop? 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]**

- It developed by accident/without planning.

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

- Protesters challenged normal practices ('We sat ... where blacks never sat before').
- Politeness and courtesy characterised their approach (they 'asked' for service and explanations).
- The protesters were persistent (they repeated the exercise day after day).
- The press picked up the story and, by implication, fanned interest in the protest (reference to the increasing numbers engaged).
- People attempted the same protest in other places ('one city after another').

**Level 3: Level 2 with knowledge [5–6]**

- Protesters remained peaceful despite intimidation and attacks by whites.
- In April 1960, the Student Non-violent Coordinating Committee was set up to tap into the interest aroused.
- The concept of the sit-in spread with similar actions in libraries, hotels, buses and beaches.

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## 7 Study Source I.

**How useful is this source as evidence about the campaign for greater equality? Explain your answer using details from the source and your knowledge.** [7]

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

- It is useful because it shows the importance of the support of white students.

**Level 2: Description only** [2–4]

- Organisers realised that protests by blacks alone were ignored ('The county was not gonna respond to a thousand blacks working in that area').
- White support for civil rights movement attracted attention ('They would respond to a thousand young white college students').
- Casualties of violence drew attention, especially 'the death of a white student' and implies the organisers hoped this would happen.
- Organisers were cynical in their calculations ('That's cold, but we were trying to get a message over to the country').

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

### Knowledge

- The case of the three missing civil rights activists (two were white) in Philadelphia, Mississippi (on which the film 'Mississippi Burning' was based).
- The brutality suffered by African Americans, such as beatings and lynchings, tended to be ignored.
- The campaign had an impact on the Democratic Convention of 1964.

### Evaluation

- The 'message' of the campaign is unclear: it does not explain what the purpose of it was.
- There is truth in the assumptions made, given the racist attitudes of whites in Mississippi.
- The accuracy of reflections 30 years after the event may be questioned with explanation, but he was an organiser of the campaign with knowledge of strategy.
- The nature of the interview might be assessed: the identity of the interviewer and the purpose of the interview might be considered.

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

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## 8 Study Source J.

**Why did this poster attract the support of some African Americans? Explain your answer using details from the source and your knowledge.** [7]

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

- It was an attractive design.

**Level 2: Description only** [2–4]

- Defiant posture (clenched fist) chimed with anger of many African Americans.
- This gesture was easy to emulate and served to link supporters together.
- The notion of breaking free of constraints (symbolised in the chain) was attractive to people who considered themselves to be denied equality.
- It conveys a sense of force/power, of African Americans setting the agenda/taking the initiative (the slogan).
- Vibrant colours and striking design were arresting.
- The silhouette of skyscrapers locates the image in the city where such posters were mainly displayed.

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

### Knowledge

- Frustration of African Americans evident in urban riots of 1965–68.
- Segregation (education, housing, jobs, etc.) fuelled anger and sense of inequality.
- The clenched fist was adopted widely, most famously at the Olympic Games of 1968 by two African American athletes on the victory rostrum.
- Black Panthers founded in Oakland, California, 1966.

### Evaluation

- Advocacy of violence may have appealed to young males more than others, many of whom favoured non-violence.
- Attraction confined to urban areas and especially in the north and west.
- Simplicity of the message and its appeal, even to the politically uninitiated.

**Level 4: Level 2 and addresses ‘why’ with knowledge and evaluation** [5–7]

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## 9 Study Sources K and L.

Compare the views expressed in these speeches about hopes for the future. Explain your answer using details from the sources and your knowledge. [10]

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

The views expressed differed in many respects.

**Level 2: Comparison based on points of difference or similarity only** [3–4]

*Differences:*

- Source K envisages all people working to achieve the same objective ('this nation will rise up') whereas Source L claims 'Black people must ... do things for themselves'.
- Source K advocates colour blindness (second paragraph) whereas Source L seems to suggest 'the black community must ... preserve its pride in its culture'.
- Source K foresees a time when people of different colour and creed will live together as one (third paragraph, and might be linked to the last clause of the first paragraph), whereas Source L is wary of living with whites if 'integration ... means black people have to do as the whites do'.
- Source K is optimistic and tolerant whereas Source L is intolerant.
- Source K is conciliatory and persuasive whereas Source L is hostile to whites (suspicious at least).
- Source K is more concerned with the right of blacks to 'freedom' and 'equality' whereas Source L is more interested in 'power' which is described as 'the ultimate values and goals of Black Power'.

**Level 3: Comparison based on differences and similarities** [5–6]

*Similarities:*

- Both anticipate freedom for African Americans (Source K declares 'Let freedom ring' and Source L demands 'The black community must win its freedom').
- Both want power to be shared (Source K invokes the constitutional assertion that 'all men are created equal'; Source L is more explicit and claims 'an effective share of power').

NB At this level reward development/discussion of points.

**Alternative Level 3: as Level 2 and either evaluation or knowledge** [5–6]

**Level 4: as Level 3 and either evaluation or knowledge** [7–8]

Evaluation of K

- He is addressing a mass audience (250 000 at the site and millions on TV).
- Similarly, the audience comprised black and white.
- The date is helpful in that it was in the early days of the movement when hope in change was high.
- The speaker was a minister in the church.

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Evaluation of L

- The speaker was addressing like-minded people.
- The timing of his speech is significant in that it followed a period of urban unrest when elements of the black community were very angry.
- The speaker had experience of non-violent protest and perhaps the limited progress by 1967 aroused frustration.
- Black Power was relatively new and seemed to offer a way forward.

Knowledge on K

- Examples of the oratory of Martin Luther King.
- Details about the organisation of the march: all the main protest organisations were involved (SCLC, CORE, NAACP, SNCC) and white labour and religious organisations; ‘We Shall Overcome’, etc.

Knowledge on L

- Extent and nature of urban problems.
- Impact of the inner city marches on 1966.
- Details about Black Power: Malcolm X; Black Panthers, 1966; ‘We want black power. That’s what we want – black power!’.

**Alternative Level 4: as Level 2 and evaluation and knowledge** [7–8]

**Level 5: as Level 3 and evaluation and knowledge** [9–10]

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## 10 Study Sources M and N.

**‘Civil rights leaders were united in the belief that non-violent protest was the correct tactic to use in pursuit of their goals.’ How far do you agree? Use Sources M and N and your knowledge to explain your answer.**

**In addition to Sources M and N, you may use any of the Sources H to L to help you answer this question. [15]**

*Content:* non-violence was the correct strategy

- M: claims to be in favour of ‘passive resistance advocated by Martin Luther King’; believes ‘in non-violent tactics where feasible’; that ‘Massive civil disobedience is a powerful weapon’.
- N: agrees with M in supporting the teaching of MLK and ‘we must love the unlovable’; and ‘a non-violent struggle that would force this country to face its conscience’; that ‘means and ends are absolutely inseparable’ so ‘if you want to create a non-violent society your means of doing so must be non-violent’.

*Content:* non-violence was mistaken

- M: advocated necessity of ‘self-defense’ and ‘the right of self-protection’, non-violence encouraged racists who ‘are most vicious when they can use violence unchallenged’.
- N: condemns any tactic other than non-violence, arguing that ‘violence breeds violence’ yet seems to suggest that suffering is no bad thing as ‘it makes us feel compassion and guilt’.

Knowledge

Non-violence as correct: successful in the sit-ins; initiatives of Kennedy and Johnson in part because of effective non-violent campaigning; positive impact of non-violence in the press coverage of the civil rights movement, ideology of SNCC and CORE.

Non-violence as mistaken: violence of the KKK and the police in attacking protestors (Freedom Rides, Birmingham March, Selma-Montgomery March) who suffered as a result; success of violence, i.e. urban riots of mid to late 1960s leading to bussing and affirmative action, Black Power.

Evaluation

- M: cross reference to Sources I, J and L; 1962, when this was written, was a period of extreme racial tension when feelings ran high; the author seemed to favour non-violence unless the law had broken down; the tone is realistic (‘I believe in flexibility’), the author had been involved in violence in Monroe.
- N: cross reference to Sources H, I and K; the author was a close friend of MLK which helps explain his sympathy with his tactics; he had devoted himself to the tactic throughout the 1960s so may be inclined to defend it vigorously; he was looking back 30 years by which time gains had been made by the civil rights movement which he may wish to take credit for.

Judgement: candidates may reflect that civil rights leaders of different perspectives shared some common ground but that differences existed between them.

<b>Level 1: General assertion rather than explanation</b>	<b>[1–2]</b>
<b>Level 2: <u>One-sided answer</u>: for <u>or</u> against</b>	<b>[3–8]</b>
<b>Level 3: <u>Two-sided answer</u>: for and against but <u>imbalanced</u></b>	<b>[9–11]</b>
<b>Level 4: <u>Two-sided answer</u>: for and against and <u>balanced</u></b>	<b>[12–14]</b>

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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 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.