CAMBRIDGE
International Education

Cambridge International AS Level

US HISTORY SINCE 1877 **8102/01**

Component 1 Historical Sources **For examination from 2027**

MARK SCHEME FOR DIGITAL EXAM

Maximum Mark: 40

Specimen

This specimen mark scheme has been adapted from the 2027 specimen mark scheme.

This document has **10** pages. Any blank pages are indicated.

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General Marking Principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level is the best fit. In practice, work does not always match one level precisely so a judgement may need to be made between two or more levels.

Once a best-fit level has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level, award the highest mark.
- If the candidate's work **adequately** meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level, award the lowest mark.

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Table A for Part (a) questions

Part (a) questions assess the following assessment objectives:

AO1 Historical knowledge
Candidates should be able to:
- Recall, select and use appropriate historical knowledge.

AO3 Historical sources
Candidates should be able to:
- Understand, analyse, evaluate and interpret a range of historical sources in context.

Use this table to give marks for candidate response for part **(a)** questions.

Level	Description	Marks
Level 4	**Makes a developed comparison** Responses: • Make a developed comparison between the two sources. • Explain why points of similarity and difference exist through contextual awareness and/or source evaluation.	12–15
Level 3	**Compares views and identifies similarities <u>and</u> differences** Responses: • Compare the views expressed in the two sources, identifying similarities **and** differences and supporting them with source content.	8–11
Level 2	**Compares views and identifies similarities <u>or</u> differences** Responses: • Identify relevant similarities **or** differences between the two sources and may be one-sided with only one aspect explained. OR **Compares views and identifies similarities <u>and</u> differences but these are asserted rather than supported from the sources** Responses: • Identify relevant similarities **and** differences between the two sources without supporting evidence from the sources.	4–7
Level 1	**Describes content of each source** Responses: • Describe or paraphrase the content of the two sources. • May make very simple comparisons (e.g. one is from a letter and the other is from a speech) but these are not developed.	1–3
Level 0	**No creditable response** • No engagement with source material.	0

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Table B for Part (b) questions

Part (b) questions assess the following assessment objectives:

AO1 Historical knowledge
Candidates should be able to:
- Recall, select and use appropriate historical knowledge.

AO3 Historical sources
Candidates should be able to:
- Understand, analyse, evaluate and interpret a range of historical sources in context.

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Use this table to give marks for candidate response for part **(b)** questions.

Level	Description	Marks
Level 5	**Evaluates the sources to reach a judgement to answer the question** Responses: • Demonstrate understanding of **all** the sources and offer a detailed explanation of how they support and/or challenge the statement. • Use specific contextual knowledge to evaluate the sources in relation to the question; this may be through considering the nature, origin or purpose of the sources in context. • Evaluate the sources to assess whether the source is stronger or weaker as evidence in response to the question. • Reach a judgement about which side of the argument is stronger, addressing the 'how far' element of the question.	21–25
Level 4	**Uses the sources to write a developed response explaining how the sources support <u>and</u> challenge the statement in the question** Responses: • Show understanding by making detailed use of **all** the sources to support **and** challenge the statement. • Accurately represent the argument of the sources. • May show awareness of nuance where appropriate. • Make explicit and well explained links to the question. • Use contextual knowledge to help interpret the sources, which may include consideration of the nature, origin or purpose of the source in context.	16–20
Level 3	**Uses the sources to support <u>and</u> challenge the statement in the question** Responses: • Make points from the sources to both challenge **and** support the statement. • May misread one or two of the sources or misrepresent the argument. • May select appropriate material from the sources and make implicit links to the question. • May consider the nature, origin or purpose of the sources but this will be in the form of comments about bias or reliability, which are not based on contextual understanding.	11–15
Level 2	**Uses the sources to support <u>or</u> challenge the statement in the question** Responses: • Make valid points from the sources to either support **or** challenge the statement. • May attempt to both support and challenge but the sources on one side of the argument may be misread or their argument misrepresented. • May argue that all the sources support or challenge the statement.	6–10
Level 1	**Attempts to answer the question with general use of the sources** Responses: • Describe the content of the sources but without showing how they support or challenge the statement. • Present an essay about the topic which may be illustrated by the sources but not focused on the question. • May make assertions that sources support or challenge the statement but without reference to source content or explanation. • May attempt to answer the question but any source use will be based on misreading or misrepresentation of the argument/content.	1–5
Level 0	**No creditable response** • No engagement with source material.	0

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The Gilded Age and Progressive Era

Question	Answer	Marks
1(a)	**Read Sources A and B.** **Compare these two sources as evidence about attitudes toward African Americans in the early twentieth century.** Indicative content **Similarities** • Both sources indicate widespread prejudice against African Americans. Source A states that the "ignorant Southerner hates black Americans" and discusses the worries of the educated "who fear black people" and "see his upward development as a threat," as well as the economic prejudices of workingmen who "fear his competition." Source B indicates an irrational "color hysteria" has swept the country and that African Americans are treated as if they spread "a sickness worse than leprosy." • Both sources discuss the legal barriers faced by African Americans, which suggests that popular attitudes toward African Americans are in favor of such laws that limited their political and economic power. Source A discusses the disfranchisement of African Americans and the suggestion of forced deportations. Source B states that African Americans are "attacked … and the laws are invoked against him." **Differences** • There is a much wider range of discrimination and hostility in the attitudes described in Source A than in Source B. Source A identifies the economic basis of discrimination in terms of being seen as competition for jobs by the white working class and as targets for exploitation. Source B focuses on continuing social discrimination despite African Americans seeking to improve their economic status by buying property. • There is a difference in the level of positivity toward African Americans described in the sources. In Source A, the author discusses some positive attitudes that have helped maintain African Americans in schools and "protect them partially in property, life, and limb." In Source B, there seems to be less positivity toward African Americans, because even if they attempt to improve their conditions as they have been told to "for years," they are continually attacked and treated poorly. • Another difference lies in the geographical scope of the attitudes discussed in the sources. Source A focuses primarily on Southern attitudes toward African-Americans in the South while Source B discusses anti-black attitudes that span the nation's major cities, from New York, Seattle, and Baltimore, to Richmond. **Explanation** • The similarities between the sources regarding the prejudices and hostility toward African Americans as well as the similarities regarding legal barriers can be explained by contextual knowledge. Published in 1903 and 1911, respectively, these sources were created after *Plessy v. Ferguson* stated that segregation was constitutionally acceptable in 1896 as well as during a wave of lynching, race riots, and laws that restricted opportunities for African Americans in the Progressive Era.	**15**

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Question	Answer	Marks
1(a)	Between the publication of Source A and Source B there were more than fifteen race riots. Lynching continued throughout the early 1900s, with dozens of people lynched each year from 1900 to 1910. Throughout the South (and outside of it, too), laws that segregated African Americans were swiftly put into place. All Southern states had segregation laws by 1914. Such violence and legal limitations would explain both sources' focus on prejudices and hostilities. • The differences between the sources in terms of degrees of discrimination and hostility, levels of positivity, and geographical scope of attitudes may be explained by analyzing the sources' origins. Source A is written by African American civil rights activist W.E.B. Du Bois and its purpose was to argue for a path to equality that included voting rights, political power, and education. Du Bois would have wanted to discuss the many ways that Southern African Americans faced discrimination and limitations, as well as highlighting the impact that national opinion had on influencing the decisions of "the sons of the masters" in the South to have more positive attitudes toward helping African Americans. While there is no author listed for Source B, it comes from a Southern newspaper and discusses discrimination and anti-black laws in the North. It would make sense for a Southerner to juxtapose Southern prejudices alongside Northern ones in order to demonstrate that racism was a national problem and, thus, that the South was not the only region where African Americans faced discrimination. Accept any other valid responses.	

Question	Answer	Marks
1(b)	**Read Sources A, B, C and D.** **"The position of African Americans improved during the Progressive Era." How far do the sources support this view?** Indicative content **Support** • Source A supports the idea that life for African Americans improved in the Progressive Era. It discusses efforts to get African Americans into common schools as to "protect them partially in property, life, and limb." • Source B somewhat supports the statement, as it discusses African Americans acquiring property and purchasing homes, indicating a degree of upward mobility despite the prejudices African Americans faced in the process. • Source C supports the idea that African Americans' position improved in the Progressive Era. It is a photo of an African American social club ball in New York City and shows African Americans that are well-dressed and enjoying themselves. There is a band in the background and the event is being held in a fine hall with a chandelier. This indicates that the position of African Americans may have somewhat improved. **Challenge** • Source A challenges the idea that the position of African Americans improved during the Progressive Era. It focuses on problems that faced African Americans, including widespread prejudice in the workplace since "workingmen fear his competition," general ignorance and fear, poor working conditions, disfranchisement, and lynching. Further, it suggests that African Americans were in danger of being "reduced to semi-slavery" in this period. It also includes a call to action, indicating that African Americans were continuing to seek improved positions. • Source B discusses general "color hysteria," fear of African Americans, as well as housing discrimination in multiple cities throughout the US, which challenges the idea that the position of African Americans improved in the Progressive Era. • Source D challenges the idea that the position of African Americans improved during the Progressive Era. It emphasizes the extreme nature of Southern segregation, from "separate schools, separate churches, separate telephones, and the 'Jim Crow' car" to the way that "the two peoples live and move in totally different worlds of thought and feeling." It also mentions other problems, such as "restriction of ballot" and "violent anti-black political agitation." **Evaluation** • Source A may contain elements of both support for and challenge to the statement because of its origins and purpose. This source was written by African American civil rights activist W.E.B. Du Bois, with the purpose of encouraging activism focusing on political rights and education. This would explain why he is more focused on elements directly related to those outcomes, and why he would want to discuss the many elements of discrimination that African Americans need to overcome. Du Bois would also want to emphasize any allies and progress being made in the civil rights struggle, which would explain its discussion of common schools and attempts at protection of African Americans. Because of its	**25**

Question	Answer	Marks
1(b)	origins and its even-handed discussion of African Americans' conditions, it may be considered a reliable source and has good weight as evidence. Du Bois had the ability to observe the conditions faced by and treatment of African Americans. • Source B in the historical context of its publication as well as its origins would help to explain both its support for and challenge to the statement. Source B discusses urban prejudice and housing discrimination. It was published in a period when African Americans were moving North and West in fairly large numbers (though not as large as in the 1920s and later decades) and were purchasing homes in cities. In response, cities across the country began passing laws that prevented African Americans from buying property in certain areas of the city. African Americans tried to fight these discriminatory laws through organizations like the NAACP and the Urban League. This would help explain Source B's focus on these forms of discrimination. Source B's origins from a Southern newspaper would also explain why it might seek to highlight instances of Northern or national discrimination. The Southern paper may have sought to lessen its own role in worsening race relations of the period, which may reduce its weight as evidence. • Source C in its origins and purpose may help explain its support for the statement. It is a photo of an African American social club ball in New York City, and it was published by *The Crisis*, the official magazine of the NAACP. *The Crisis* reported on civil rights activism, problems faced by the African American community, advances made by the African American community, and celebrated African American history and culture. This photograph demonstrates the social activities of the African American community in New York City. The magazine would have wanted to portray the ball in particular as the participants are well-dressed and the space they are in is rather refined. This would demonstrate to readers the opportunities for African Americans in the North and celebrate the social gathering of the club. In making their judgements, candidates may consider why it was produced and how representative the photograph was of African Americans' position at this time. • Source D in its context and purpose may explain its challenge to the statement. It was written in 1915, after a Southern Democrat (Woodrow Wilson) had won the presidency and permitted segregation of the federal government in 1913, bringing the position of African Americans to the forefront of national debates. This source was published in New York but focuses on the argument of a Southern professor who maintained that Southern segregation had repercussions for both races. Its purpose was to highlight the many impacts of segregation on African Americans and its eventual impact on white Americans, which would explain its challenge to the statement, and its publication date would also explain its concern with segregation. Candidates may also discuss the motivations of this Northern newspaper reporting on conditions in the Southern states. The fact that the source is from the view of a Southern professor gives the source some weight since that professor presumably has the expertise and ability to observe conditions in the South, and the information in the source is therefore relatively accurate. Accept any other valid responses.	

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