



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

AMERICAN HISTORY

0409/02

Paper 2 Defining Moments

For Examination from 2015

SPECIMEN INSERT

1 hour 30 minutes

READ THESE INSTRUCTIONS FIRST

This Insert contains two sections:

Section A: Slavery before 1863 (pages 2–4)

Section B: The U.S.A. in the Cold War to 1963 (pages 5–7)

You are required to answer **all** the questions in **one** section. Study the sources for the section you have chosen. The time needed to do this is allowed for within the time set for the examination.

This document consists of 7 printed pages and 1 blank page.

Section A: Slavery before 1863

SOURCE A

I am reluctant to let your daughter Jennie go to live with you. Her services are very useful in the house. I think you will agree that I was a kind master but you were an ungrateful servant. If you had behaved yourself no offer would have tempted me to part with you. With the death of my dear beloved wife there was no longer any need for you. Neither could I afford to keep you. I greatly regret the circumstances that resulted in the separation of you from your child.

From a letter by T. D. Jones in Maryland, 7 September 1860, in reply to one from his former slave Eliza. She had been sold by him to a trader who, in turn, sold her to a Louisiana planter.

SOURCE B

CAUTION!!

COLORED PEOPLE
OF BOSTON, ONE & ALL,
 You are hereby respectfully **CAUTIONED** and advised, to avoid conversing with the **Watchmen and Police Officers of Boston,**

For since the recent **ORDER OF THE MAYOR & ALDERMEN,** they are empowered to act as **KIDNAPPERS**
AND
Slave Catchers,

And they have already been actually employed in **KIDNAPPING, CATCHING, AND KEEPING SLAVES.** Therefore, if you value your **LIBERTY,** and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many **HOUNDS** on the track of the most unfortunate of your race.

Keep a Sharp Look Out for KIDNAPPERS, and have TOP EYE open.

APRIL 24, 1851.

A poster printed by the Anti-Slavery Society on 24 April 1851 in Boston, Massachusetts. The Society was started in 1833.

SOURCE C

Field slaves on a farm in South Carolina in the 1850s. Some till the ground while others sort the crop of sweet potatoes.

SOURCE D

All slaves want to be free. The man that says slaves be quite happy about slavery — that man is either ignorant or a lying person. We don't mind hard work, if we have proper treatment, and proper time given in the week to keep us from breaking the Sabbath. But they won't give it: they will have work, work, work, night and day, sick or well, until we are exhausted. We must not speak up however much we are abused. And then when we are exhausted, who cares for us more than for a lame horse?

From "The History of Mary Prince" by Mary Prince, published in 1831. She had been a slave before gaining her freedom three years earlier.

SOURCE E

The master's feeling for his slave prevents him from taking advantage of his slave in old age. Slaves are all well fed, clothed, have plenty of fuel and are happy. We never saw one master who did not like his slaves and rarely a slave who was not devoted to his master. The ready submission of the slave, nine times out of ten, cools his master's anger even when the slave has offended. The master's whole life is spent in providing for the smallest needs of others, in taking care of them in sickness and in health.

From an essay in "The Democratic Recorder", Fredericksburg, 1849. The authors were slaveholders in Virginia.

SOURCE F

Slave labor is little more than brute force. It is amazing how little a slave, or group of slaves, will achieve in a given time. Their slowness, their lack of skill and initiative — except in avoiding work — are painful to observe. Yet, slave owners tend to agree that slaves do as well as might be expected in the circumstances. The slave is without motive. His food, clothing and all his wants are supplied without care on his part. He can make no provision for old age. What does he care if his labor is productive or not?

From a letter in the “New York Daily Times”, 7 April 1853, by H. W. Parker. The author was a businessman in New York who had lived in Virginia at frequent intervals since 1843.

SOURCE G

By working together, the labor of each slave is five times more productive as it would be if they worked separately. One hundred human slaves, together, will cultivate ten acres of land each. The same is true in other pursuits as well as farming. Despite their laziness and lack of skill slaves share the profits of the farm. Slave labor is more useful than any other labor. In a very short period the South has been cleared, fenced in and cultivated by a handful of masters and slaves. This region feeds and clothes a great part of mankind.

From “The Failure of Free Society” by George Fitzhugh, published in 1854. The author practised law but was also a planter and a leading spokesman for slavery.

Section B: The U.S.A. in the Cold War to 1963

SOURCE H



*A cartoon published in an American newspaper, 1945.
The bear represents the Soviet Union.*

SOURCE I

Clay said that to abandon Berlin would be disastrous for our plans for Western Germany. It would also slow down European recovery. The West Germans feared the consequences of our leaving Berlin. We had to remain in Berlin. He did not think the Russians would go to war. Rather, they hoped to force us out of Berlin either now or after winter weather forced us to scale down the airlift. Without our help, two million Berliners would starve.

*From the memoirs of President Truman, published in 1955,
recalling a conversation on 22 July 1948 with General Clay,
Commander of U.S. forces in Europe.*

SOURCE J

Photograph taken by an American journalist in Korea, November 1950, showing Chinese troops captured by U.S. Marines.

SOURCE K

The power of the U.S.A. was far superior to that of the U.S.S.R. and the leaders of both nations knew this to be the case. The U.S.A. could have erased every important Soviet military installation and population center in two or three hours while the strike capacity of the U.S.S.R. was weak. Although Kennedy had the advantage, he granted the Communist Empire a special home in the Caribbean by means of the “no invasion” pledge.

From “Daggers in the Heart: American Failures in Cuba” by Mario Lazo, published in 1968. The author was a Cuban exile living in the U.S.A. who had supported the regime overthrown by Castro.

SOURCE L

What if the Russians had refused to back down and remove their missiles from Cuba? What if they had fooled us and war had begun, and escalated? How would the historians of mankind, if a fragment survived, have regarded the events of October? Since this is a tactic that can be repeated once too often, and that his successors as president may imitate, it would be well to think it over carefully before we make Kennedy an apostle of peace.

From an article written by I. F. Stone in 1963 shortly after the assassination of President Kennedy. The author was a leading American journalist.

SOURCE M

Europe's requirements for foreign foods and other essential products — principally from America — are so much greater than her present ability to pay that she must have substantial economic help, or face economic, social, and political danger. The United States should assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is not directed against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of a working economy in the world to allow the emergence of political and social conditions in which free institutions can exist.

*From a speech at Harvard University by General George C. Marshall,
U.S. Secretary of State, 5 June 1947.*

SOURCE N

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty. To those nations who would make themselves our enemy, we offer not a pledge but a request: that both sides begin anew the quest for peace. Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms — and bring the absolute power to destroy other nations under the absolute control of all nations.

*From the Inaugural Address by President John F. Kennedy,
20 January 1961.*

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