

Past-paper walk-through

An Age of Reform ■ 4.11

eXercise

Questions in this set

- 2024 Set 1 Q1
- 2024 Set 2 Q2
- 2023 Set 2 Q2

Reading the mark scheme

- **B1** a mark that stands on its own – the point is either made or not.
- **M1** a *method* mark: the right approach, even if the number is wrong.
- **A1** an *answer* mark, and it usually needs its M mark first.
- **C1** a working mark on the way to the answer.
- **//** separates answers the examiner accepts equally.
- **ecf** = error carried forward: a later part is marked on your own earlier answer.
- **owtte** = “or words to that effect” – the wording need not match.

Question 1

2024 Set 1 ■ Q1

“The strong nineteenth-century linkage between gender and culture, separating the lives and duties of men and women . . . , threw women into the company of other women and created new bonds of sisterhood between them. . . . “In terms of sisterhood the religious movements added substantially to American women’s collective identity. . . . They offered groups of women unprecedented prestige and significance in activities that extended the . . . definitions of their sphere. . . . “Numerous women [by] the 1840s . . . shared a . . . preoccupation with the needs and influence of women. . . . Increasingly aware of the importance of what they were doing, many of these women grew frustrated with limitations that seemed artificial. The experience of autonomy [within reform movements] . . . encouraged proponents of women to organize their strength and take the offensive against limiting attitudes and conditions. In so doing they established the woman’s rights movement.” Source: Keith E. Melder,

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historian, *Beginnings of Sisterhood: The American Woman's Rights Movement, 1800–1850*, published in 1977 “By 1840 . . . the [American] Revolution had substituted an egalitarian ideology for the hierarchical concepts of colonial life . . . for men, that is; women were, by tacit¹ consensus, excluded from the new democracy. Indeed . . . women's political status, while legally unchanged, had deteriorated relative to the advances made by men. . . . “[A] result of industrialization was . . . increasing differences in life styles between women of different classes. . . . In the urbanized and industrialized Northeast the life experience of middle-class women was different in almost every respect from that of the lower-class women. But there was one thing [these women] had in common—they were equally . . . isolated from the vital centers of power. . . . Propertied women felt this deprivation more keenly. . . . They were bitterly conscious of a relative lowering of status and a loss of position. This sense of frustration led them to action. [While lower-class women] . . . tended to

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join men in their struggle for economic advancement, . . . the concerns of middle-class women . . . [dominated] the women's rights movement." Source: Gerda Lerner, historian, "Changes in the Status of Women in the Age of Jackson," *Midcontinent American Studies Journal*, 1969 1 unspoken

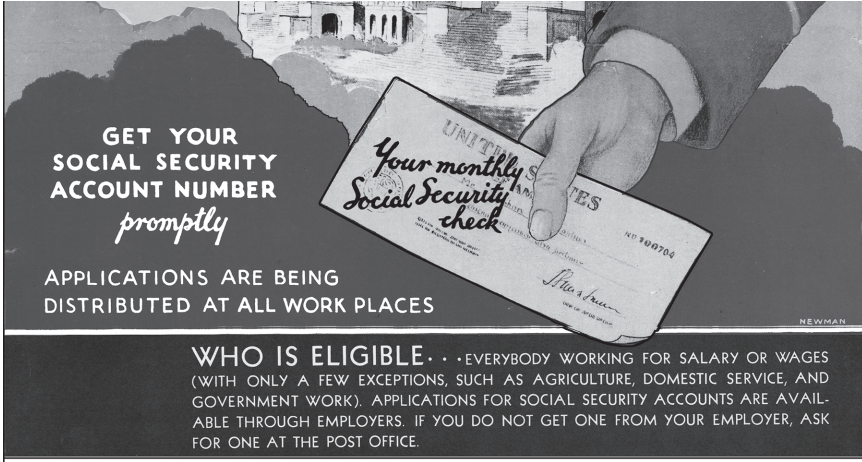
Using the excerpts, respond to parts a, b, and c.

- (a)** Briefly describe one major difference between Melder's and Lerner's interpretations of the origins of the women's rights movement in the early nineteenth century.
- (b)** Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Melder's interpretation.
- (c)** Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Lerner's interpretation.

Question 1



Question 1



**GET YOUR
SOCIAL SECURITY
ACCOUNT NUMBER
*promptly***

**APPLICATIONS ARE BEING
DISTRIBUTED AT ALL WORK PLACES**

WHO IS ELIGIBLE • • • EVERYBODY WORKING FOR SALARY OR WAGES
(WITH ONLY A FEW EXCEPTIONS, SUCH AS AGRICULTURE, DOMESTIC SERVICE, AND
GOVERNMENT WORK). APPLICATIONS FOR SOCIAL SECURITY ACCOUNTS ARE AVAIL-
ABLE THROUGH EMPLOYERS. IF YOU DO NOT GET ONE FROM YOUR EMPLOYER, ASK
FOR ONE AT THE POST OFFICE.

NEWMAN

Solution 1

(a) Mark scheme

- Briefly describe one major difference between Melder's and Lerner's interpretations of the origins of the women's rights movement in the early nineteenth century. (1 point) — accept any: Melder emphasizes the unity of women in the movement while Lerner discusses the division of women.; Melder argues that women were brought together through religious movements whereas Lerner argues that the women's rights movement was divided by class.; Melder argues that women of all social classes felt bound together by a sense of shared experience, while Lerner argues that women's participation in activism was divided along class lines.; Melder argues that women's motivation for women's rights activism came from

Solution 1

their participation in other reform movements, while Lerner argues that middle-class women's motivations came from a desire for political equality.

Solution 1

(b) Mark scheme

- Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Melder's interpretation. (1 point) — accept any: The development that could be used to support Melder's interpretation is how the Second Great Awakening increased women's influence in society.; Republican motherhood supports Melder's interpretation because it is an example of women expanding and working together in a shared identity to shape society.; The emergence of separate spheres ideology serves as evidence to support Melder's argument that the division of domestic and public spheres brought women together for the women's rights movement.; The fact that the Seneca Falls Convention was organized by women engaged in earlier

Solution 1

reform movements could be used as evidence to support Melder's argument 1 point that involvement in reform movements motivated the creation of the women's rights movement.

Solution 1

(c) Mark scheme

- Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Lerner's interpretation. (1 point) — accept any: The development that could be used to support Lerner's interpretation is how middle-class women were leaders of reform movements.; The participation of mostly White middle-class women rather than lower-class women at the Seneca Falls Convention or temperance movement would support Lerner's argument.; The effect of the doctrine of separate spheres on middle-class women, who could often afford to avoid employment outside of the home, compared to working-class women could be used to support Lerner's argument about the class divides within women's activism.; Women's experience

Solution 1

working in the Lowell Mills is an example that supports Lerner's argument as it shows lower class women focused on economic improvement.; The expansion of suffrage rights to most White men in the first half of the 1800s helps to prove Lerner's argument that the status of women had deteriorated.

Question 2

2024 Set 2 ■ Q2

Source: “Woman’s Holy War: Grand Charge on the Enemy’s Works,” illustration, 1874
Courtesy of the Library of Congress

Using the image, respond to parts a, b, and c.

- (a)** Briefly describe one historical context that might explain the creation of the image.
- (b)** Briefly explain how the image reflected one continuity in ideas about reform from 1800 to 1874.
- (c)** Briefly explain how one previous belief about reform continued from 1875 to 1940.

Solution 2

(a) Mark scheme

- Briefly describe one historical context that might explain the creation of the image. (1 point) — accept any: Social reformers advocated against alcohol consumption.; The Second Great Awakening influenced moral and social reforms.; During the Age of Reform, Americans formed new voluntary organizations, such as the Temperance League, to change individual behaviors and improve society.; The growth of definitions of domestic ideals that emphasized the separation of public and private spheres promoted women as moral leaders of society.; Temperance activists used religious and moral arguments in opposing the consumption of alcohol.

Solution 2

(b) Mark scheme

- Briefly explain how the image reflected one continuity in ideas about reform from 1800 to 1874. (1 point) — accept any: Beginning with the Second Great Awakening, religious ideas influenced efforts to reform society.; Beginning during the market revolution, concerns about Americans' consumption of alcohol continued throughout this period.; Women believed they had a special role as leaders of reform movements throughout this period.; The idea of separate spheres helped justify women's moral role in leading reform efforts.; The growth of the women's rights movement beginning in the 1840s led to concern about the effect of alcohol abuse on women and families.

Solution 2

(c) Mark scheme

- Briefly explain how one previous belief about reform continued from 1875 to 1940. (1 point) — accept any: The temperance movement culminated with the passage of the Eighteenth Amendment, beginning Prohibition.; Progressive women believed that they could create a more moral society and took a major role in reform movements, such as those to help immigrant populations.; Jane Addams and other women reformers believed they could improve society, so they founded settlement houses.; Women continued to advocate for greater rights through the suffrage movement and secured the passage of Nineteenth Amendment.

Question 2

2023 Set 2 ■ Q2

“The Southern woman of the ante-bellum regime [was] the gracious, charming hostess, the sheltered wife and mother. . . . This is the ideal which the Southern people have been slow to give up. . . . “ . . . Southern women saw homes burned, estates pass to strangers, fathers and husbands dead upon the battle field. . . . “ . . . The old-time idea that a lady must not earn her livelihood had to go down before stern need. . . . Many women faced the terror of family displeasure and went to work, choosing personal independence rather than the misguided approbation of relatives and friends. “ . . . Southern women have come to see that public policies and private conditions are interdependent and cannot be separated. . . . “ . . . The woman who takes absolutely no interest in any public questions is no longer the typical or the ideal Southern woman. No support will be won by standing apart from the strain and struggle of life

Question 2

and merely demanding political rights.” Source: Pamphlet from a women’s organization in Mississippi, circa the early 1900s

Using the excerpt, respond to parts a, b, and c.

(a) Briefly describe one purpose of the women’s organization in producing the pamphlet.

(b) Briefly explain how one specific event or development from 1840 to 1900 that is not mentioned in the passage resulted in ideas such as those expressed in the excerpt.

(c) Briefly explain how ideas such as those expressed in the excerpt resulted in one specific effect from 1900 to 1945.

Solution 2

(a)

Mark scheme

- Briefly describe one purpose of the women's organization in producing the pamphlet. (1 point) — accept any: The purpose of the excerpt was to support women's suffrage.; The pamphlet attempted to convince the reader that women had earned political rights through their actions during and following the Civil War.

Solution 2

(b) Mark scheme

- Briefly explain how one specific event or development from 1840 to 1900 that is not mentioned in the passage resulted in ideas such as those expressed in the excerpt. (1 point) — accept any: The wartime destruction of the South's infrastructure contributed to the concerns expressed by the author about the impact of the Civil War.; Women realized they needed to abandon traditional roles due to the economic challenges of the Civil War.; The participation of women in moral and social reform movements in the mid-to-late 1800s set the stage for greater access to the public sphere.; The increased role of working-class women in industrial labor led to calls for political rights so that woman could have their say over working conditions.; Beginning in the 1840s and continuing to the end of the

Solution 2

century, suffrage advocates pushed for greater political access for women, gaining suffrage in some Western states and territories by 1900. Examples that earn this point might include the following, if appropriate elaboration is provided:; Creation of the “New South”; Expanded opportunities for women, such as being nurses or teachers; Seneca Falls Convention

Solution 2

(c) Mark scheme

- Briefly explain how ideas such as those expressed in the excerpt resulted in one specific effect from 1900 to 1945. (1 point) — accept any: Activism by women seeking political rights led to the passage of a suffrage amendment.; The passage of suffrage rights like that called for in the excerpt contributed to increasing social and economic freedom for women in the 1920s.; Ideas like this led to women's employment increasing outside the home during the First and Second World Wars for many of the same reasons as during the Civil War. Examples that earn this point might include the following, if appropriate elaboration is provided:; Progressive movements led by women; Debates over gender roles and traditional family structures