

Past-paper walk-through

The Development of an American Culture ■ 4.9

eXercise

Questions in this set

- 2024 Set 1 Q1

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,

Question 1

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

Question 1

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

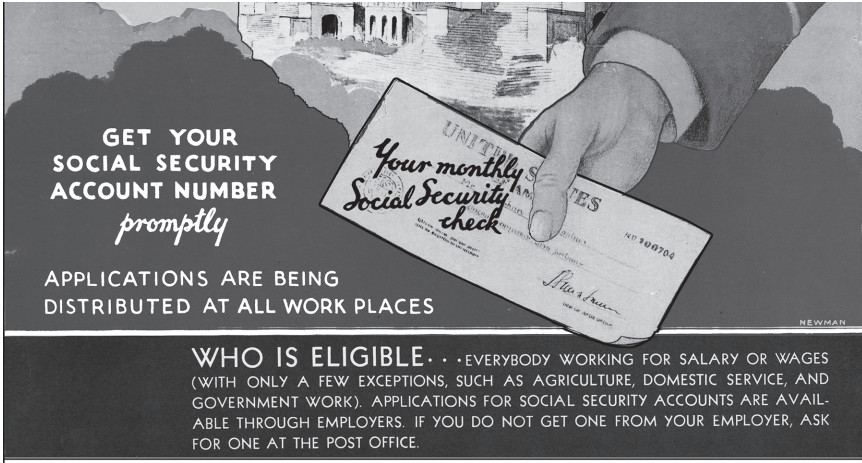
Using the excerpts, respond to parts a, b, and c.

- (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 AVAILABLE 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.