



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

## History

### Alternative L

## Units 1, 4 and 6

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**CRITERIA FOR MARKING GCE HISTORY:****AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

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**A: INTRODUCTION**

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

**B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS****Level 1:**

The answer is excessively generalised and undiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/Guidance**

Answers at this level will

- be excessively generalised and undiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

**Level 2:*****Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

***Or***

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/Guidance**

*Either* responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

*Or* responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

**Level 5:**

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

**C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS**

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

**Level 1:***Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

*Or*

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/guidance**

Narrative responses will have the following characteristics: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

**Level 2:***Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

*Or*

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/guidance**

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

**Exemplification/guidance**

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

**Exemplification/guidance**

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

**Level 5:**

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

**Exemplification/guidance**

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

**D: DECIDING ON MARKS WITHIN A LEVEL**

***These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.***

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**  
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.



**Alternative L: The United States, 1877-1991****Unit 1: United States' Foreign Policy, 1890-1991****Question 1**

- (a) Use **Source A** and your own knowledge.

Explain briefly the importance of “Open Door” in relation to American foreign policy in the Far East after 1899. (3 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates basic understanding of the issue using the source, e.g. American trading rights in China. 1
- L2: Demonstrates developed understanding of the issue in relation to both the source and the context, e.g. America wanted to pursue trade opportunities to build an Empire to rival those of the European nations. 2-3

- (b) Use **Sources B** and **C** and your own knowledge.

Explain how the view in **Source C** challenges **Source B** about President Roosevelt's action in Panama. (7 marks)

*Target: AO1.2, AO2*

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/ the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/ assessment of utility, will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Extracts relevant information from both sources with limited reference to context, e.g. Source B says that Roosevelt was a pirate/thief and Roosevelt says that he had nothing to do with events in Panama. 1-2
- L2: Extracts and compares information from both sources with reference to own knowledge, e.g. understands that Columbia felt it had been robbed because of its relationship with Panama and Roosevelt had a desire to build an Empire based on his personal beliefs even before he was President. 3-5
- L3: Extracts and compares information from both sources with reference to own knowledge of the issue and draws conclusions, e.g. as Level 2 and the building of the Panama Canal and the way in which Roosevelt became involved by supporting the revolution against Columbia. 6-7

- (c) Use **Sources A, B and C** and your own knowledge.

Explain how and why the Presidency was important in relation to other factors in the development of Imperialism 1890-1920. (15 marks)

*Target: AO1.1, AO1.2, A02*

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

L2 ***Either***

Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

**Or**

Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description but will have valid links.

**Or**

Demonstrates by limited selection of material *both* from the sources *and* from own knowledge implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain assertion. **5-8**

- L3: Is able to demonstrate by relevant selection of material *both* from the source *and* from own knowledge, some understanding of the demands of the question. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* own knowledge, explicit understanding of the demands of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement as demanded by the question, which may be implicit and partial. **14-15**

### **Indicative content**

From Source A candidates should have some idea about the importance of trade to the USA at the end of the 19<sup>th</sup> century in the Far East. From Source B candidates should be aware that the US was prepared to upset other nations in the quest to build an Empire. From Source C candidates should be aware of the influence of the President and his opinion.

From own knowledge: Presidents from Cleveland to Wilson actively participated in the building of a trading Empire which included the annexation of land, making treaties and using force where it was deemed necessary as in Cuba. There were other influences such as religious influences, i.e. America's divine mission to spread Christianity; extension of Manifest Destiny; influence of newspapers and public opinion; books on naval power; support of Congress for an imperialist foreign policy; geographic/strategic position; Social Darwinism; Feller and Platt amendments.

Cleveland – Hawaii; William McKinley – Spanish American War, Cuba, Philippines, Open Door; Theodore Roosevelt – Panama, big stick etc.; Woodrow Wilson – Nicaragua, Mexico, Haiti, Dominican Republic etc.

At Level 1 answers will be limited in range and offer only description, or narrative based on the sources. At Level 2 responses are likely to use the sources more effectively but make little or no reference to own knowledge. At Level 3 answers will be as Level 2 with more specific reference to own knowledge and sources and explicit reference to the question. Level 4 answers are likely to offer range and depth and consider key words of the question in an analytical way. At Level 5 responses will be fully developed and analytical based on both the sources and own knowledge with some element of judgement on the relative importance of the Presidency.

## Question 2

- (a) What is meant by “neutrality” in relation to American foreign policy in the 1930s? (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term or concept, largely based on the extract. 1
- L2: Developed explanation of the term or concept, linked to the context, e.g. aware of events on the 1920s and 1930s such as America’s failure to join the League of Nations/ Neutrality Acts/ Arms limitation agreements/ Manchuria etc. 2-3

- (b) Explain why President Roosevelt developed the Lend-Lease programme. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements, e.g. President Roosevelt wanted to help England/ Germany. 1-2
- L2: Demonstrates understanding of specific factors explaining the development of the issue or event through relevant and appropriately selected material, e.g. Roosevelt could see the possibilities for commerce/ sympathy for England/influence of events in the war etc. 3-5
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, makes links or draws conclusions about their relative significance, e.g. has supporting detail of Lend-Lease/ the involvement of America/ Roosevelt’s private views, the effects of public opinion etc. 6-7

- (c) “World War Two completely changed the direction of USA foreign policy.” Explain why you agree or disagree with this opinion. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***  
Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

Candidates may explore the influence of the Second World War on US foreign policy. Before the War, the USA was officially neutral and remained isolationist in its sentiments, especially in the political arena. However, in matters of trade the USA continued to involve itself in economic matters around the world. Roosevelt signed various Neutrality Acts and the USA was party to the Kellogg-Briand Pact, Washington Conference and other similar events for the 1920s and the 1930s in support. However, when Britain was looking threatened by Germany, Roosevelt began to help and foreign policy began to change. Then with the bombing of Pearl Harbour the USA became fully committed to involvement, ending isolationism. Therefore World War Two changed foreign policy but it is arguable as to how isolationist the USA really was before 1939. Also it depends on which part of the world that is being considered because the USA stayed interested in Latin and Central America, e.g. Good Neighbour Policy. At the end of the war the USA continued its involvement in Europe through Marshall Aid and the Berlin Airlift which certainly was a major change compared to what happened at the end of World War One therefore indicating a lasting change.

Level 1 responses are likely to offer narratives with little or no reference to the question. Level 2 responses will show some understanding of the question and consider some of the relevant issues. Level 3 responses are likely to broaden in range and show discrimination in the material selected. Level 4 responses will have a wide range of precisely selected material, explicit understanding of the question with an attempt to produce a balanced explanation. Level 5 answers will be as Level 4 answers and come to a judgement on whether World War Two completely changed the direction of foreign policy.

**Question 3**

- (a) What is meant by “arms talks” in relation to American foreign policy? (3 marks)

*Target: AO1.1*

- L1: Basic or partial definition of the term or concept, largely based on the extract. 1

- L2: Developed explanation of the term or concept, linked to the context, e.g. aware of antagonism between Soviet Union/ America in the context of the Cold War. 2-3

- (b) Explain why President Reagan developed the “Reagan Doctrine”. (7 marks)

*Target: AO1.1, AO1.2*

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements, e.g. Reagan was patriotic and conservative/ felt threatened by Communism/ time to use force etc. 1-2

- L2: Demonstrates understanding of specific factors explaining the development of the issue or event through relevant and appropriately selected material, e.g. Reagan blamed Communism for the problems around the world in third world nations/ Soviet Union were to blame in particular for meddling in the internal affairs of other nations, time to become interventionist and use military threat to bring the Soviets to the negotiating table etc. 3-5

- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, makes links or draws conclusions about their relative significance, e.g. influence of president’s views/ events in third world/ traditional anti-Communist foreign policy. 6-7

- (c) “President Reagan did more to end the cold war than any other President since 1968.” Explain why you agree or disagree with this opinion. (15 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. 1-4

- L2: **Either**  
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.

**Or**

- Demonstrates, by relevant selection of material, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. 5-8

- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

Candidates should consider a range of Presidents. Comparison with Reagan should be present. Specific developments such as détente and arms limitation talks and diplomatic efforts need to be considered. The degree to which he was successful as compared to other Presidents such as Nixon should be part of the answer. Ford continued the Nixon policies. Carter – Salt II and MX were highly controversial. Soviets invaded Afghanistan in 1979. Reagan’s personal beliefs and influence and degree of success are important. Defence builds up under Reagan. Reagan and Gorbachev and arms control and SDI. The influence of other people besides the President such as Kissinger, Secretaries of Defence etc. may be mentioned. Also the part played by the Russians in ending the Cold War may be discussed.

Level 1 responses are likely to offer narratives of Presidents with little or no reference to the question. Level 2 responses will show some understanding of the question and consider some of the relevant issues. Level 3 responses are likely to broaden in range and show discrimination in the material selected. Level 4 responses will have a wide range of precisely selected material, explicit understanding of the question with an attempt to produce a balanced explanation. Level 5 answers will be as Level 4 answers and come to a judgement on Reagan’s role compared to other Presidents/Russian influence.

**Alternative L: The United States, 1877-1991****A2 Unit 4: Aspects of Domestic Policy in the U.S.A, 1877-1989****Question 1**

- (a) Use **Source A** and your own knowledge.

Explain what is meant by “racial segregation” in the South after Reconstruction.

(5 marks)

*Target: AO1.1, AO1.2*

- L1: Basic definition with limited exemplification, e.g. black and whites separated. **1**
- L2: Demonstrates understanding of the concept with supporting detail drawn either from the source and/or from own knowledge, e.g. Source A refers to segregation of blacks. Own knowledge: segregation meant the development of two separate nations with separate facilities, a system which operated publicly and privately. **2-3**
- L3: As L2 with developed references to both the source and own knowledge as above, but recognises that racial segregation was based on the inferiority of blacks to whites. **4-5**

- (b) Use **Sources B** and **C** and your own knowledge.

How fully do **Sources B** and **C** explain the role of individuals in improving the position of African Americans between 1900 and 1980?

(10 marks)

*Target: AO1.1, AO1.2, AO2*

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. **1-2**
- L2: Demonstrates explicit understanding of utility/sufficiency etc with reference to the sources and knowledge of the issue. **3-5**
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both source and to own knowledge. **6-8**
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency etc in relation to the issue. **9-10**

**Indicative content**

In Source B, Booker T Washington indicates economic, educational progress through hard work, working with white people/government through co-operation. In Source C Marcus Garvey says that blacks have a responsibility that through their own self-belief, initiative, they can better themselves. Blacks had to believe in themselves. Washington tried to influence whites in Source B and Garvey said ‘whites feared black talents’. Candidates

might use background information on Washington in the 1900s and Marcus Garvey in the 1920s.

Both sources have limited use. Both indicate the opinion of one man/political leader. They refer to the early part of the twentieth century. These sources do not explain the part played by other individuals such as W.E.B. Dubois or what success Garvey/Washington had, or influence on African-Americans.

(c) Use **Sources A, B, C and D** and your own knowledge.

Assess the view that “Federal Programmes did little to improve the social and economic position of African Americans between 1877 and 1980”. (15 marks)

*Target: AO1.1, AO1.2, AO2*

L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-4**

L2: ***Either***

Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.

***Or***

Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **12-13**

L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **14-15**

### Indicative content

Source A suggests that the 14<sup>th</sup> amendment was overturned and this was a setback and established segregation and the low social position of African Americans. Source B suggests that Booker T Washington worked with white political leaders and established his own programmes. Source C suggests African-Americans could help themselves implying that



whites had done little. Source D suggests that the government did try to help in the 1960s but hints that not everyone felt it was a success.

There were a large number of programmes launched in the 20<sup>th</sup> century, e.g. Square Deal, New Freedom, New Deal, Fair Deal, New Frontier etc. Some like Wilson's New Freedom actually worked against African-Americans by increasing segregation. Most gave limited help often more symbolic than useful, e.g. New Deal in the 1930s although they did get some jobs in government through positive discrimination. Economically the New Deal did not really help as many sharecroppers lost their land. Truman's programme had limited benefit but he did desegregate the armed forces even if Congress would not allow him to go further. Kennedy and Johnson probably did the most through anti-poverty measures and the Civil Rights Acts of 1964 and 1965. However, discrimination was driven underground. White backlash undermined several government initiatives such as bussing and affirmative action. By 1980 there had been gains for some economically, especially amongst the middle classes. Many blacks in Northern cities were considered to be at the bottom of the social ladder.

### Section B: Domestic Policy from Kennedy to Reagan, 1961-1989

These questions are synoptic in nature and the rewarding of candidates should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 level of response mark scheme and by the indicative content in each specific mark scheme for each question.

#### Standard Mark Scheme for Essays at A2 (*without* reference to sources)

L1: ***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

***Or***

Answers implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

***Or***

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

## Question 2

“The political changes under Johnson were more important than the social and economic ones.”

How far do you agree with this view? *(20 marks)*

*Target: AO1.1, AO1.2, AO2*

**Use standard mark scheme for essays at A2 (without reference to sources).**

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

### Indicative content

Political changes included the passing of 435 bills through Congress. This was a vast amount compared to Kennedy or Truman etc. Some legislation was revolutionary. Not since Roosevelt had the USA seen such change. Johnson had a better relationship than Kennedy did with Congress because of his political experience and Southern background. Warren Court supported liberalism.

Social changes included the War on Poverty: 1964 Civil Rights Act, Medicare, Medicaid, Health insurance, Housing and Urban development. These were very important but their importance is lessened by the slow pace of change compared to the political speed of legislation. Also the very people that Great Society was meant to help were not happy with the effects. The social changes led to militancy amongst blacks and students and deepening divisions in society.

Economic changes included help for the regions like the Appalachians. The Gross National product increased, with tax revenue also increasing. Economic Opportunity Act of 1964. Spending increased. Office of economic opportunity spent 1.7 billion dollars on average per year. The federal government poured dollars into social programmes as the economy expanded. The economy was undermined by the costs of war and this also undermined social changes.

Arguably all three sets of change worked together to bring about improvement between 1964-8 because without political consensus none of the bills would have become laws.

**Question 3**

How far did the role of the Federal Government in social and economic affairs change during the Presidencies of Richard Nixon and Ronald Reagan? *(20 marks)*

*Target: AO1.1, AO1.2, AO2*

**Use standard mark scheme for essays at A2 (without reference to sources).**

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative content**

At first there was little change in the activist role of government that Johnson had developed. Nixon expanded the role of government in both social and economic affairs despite being Republican. Government took an active role in the economy through increased deficit spending to stimulate the private sector by using federal resources. Critics were very critical of the intrusive nature of government. State programmes were secondary. 1972 saw a turnaround and Nixon wanted to shift the burden of responsibility back to the state and local governments through New Federalism. This did not pass Congress because of Democrat influence. Nixon saw a more conservative role for government. Ronald Reagan saw a great change in the role of the Federal Government; i.e. he diminished it because he wanted a return to self-help not governmental help for the poor etc. He wanted self-regulation in business/economy and felt government stifled creativity. Reaganomics saw a radical cutback in Federal regulation in environmental, health and safety matters. Reagan wanted to balance the budget so he cut spending. Less money meant a reduced role for the Federal Government so this was a complete reversal to the start of Nixon's Presidency.

**Question 4**

Assess the success of USA government policies in Health and Inner City regeneration in the years 1961 to 1989. *(20 marks)*

*Target: AO1.1, AO1.2, AO2*

**Use standard mark scheme for essays at A2 (without reference to sources).**

Marks as follows:

**L1: 1-6      L2: 7-11      L3: 12-15      L4: 16-18      L5: 19-20**

**Indicative Content**

Kennedy, because of a very short tenure of office, was able to do little but policies were being put into place. Johnson was very active in terms of Great Society legislation – Medicare, Medicaid, Health insurance, War on poverty in cities. There was extra government spending on cities and deprived areas 1964-1968. However, there was limited

success because of slow change and this led to a rise in militancy, e.g. Black Power and riots in the cities, e.g. Watts 1965. Urban blacks were disillusioned and angry that discrimination and poverty still persisted.

Nixon had severe economic problems that he picked up from Johnson and his policies, e.g. inflation and government deficit, which meant government spending had to be reduced, taxes increased and prices rose. However, in 1972 revenue sharing gave responsibility back to the state and local government for urban problems. Some Johnson programmes in the cities and health such as Medicaid etc continued under Nixon. There was growing criticism because of the cost and white taxpayers felt the burden was on them. This led to a backlash in the suburbs.

Government policies became more conservative 1974-1989, e.g. Medicaid funds cut for abortions in 1976. Recession hit government and state policies. Strong criticism of federal government policies ensued urging change to federal health and safety laws and the abolition of Occupational Safety and Health Administration. Some cities were almost bankrupt, e.g. New York and could do little urban regeneration. Unemployment rose as economic recession recurred in the 1980s and did not fall until 1984 and the worst hit were inner cities. White flight made it harder to regenerate cities. Reagan cut billions from urban aid, Medicare and Medicaid. The burden fell on the poor and the ethnic minorities. The switch to local governments to regenerate cities and help with healthcare was a disaster because many programmes did not materialise. 1961-1974 policies were in place with some success. 1974-1989 less money and less success with matters getting worse, e.g. rise of AIDS.

**Alternative L: The United States, 1877-1991****A2 Unit 6 (Option 6W): The USA and Vietnam, 1963-1973****Question 1**

- (a) Use **Source A** and your own knowledge.

How valid is the view offered by **Source A** regarding the escalation of the Vietnam War?  
(10 marks)

*Target: AO1.1, AO2*

- L1: Summarises the content of the extract and the interpretation it contains. **1-2**
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. **3-5**
- L3: As L2, and evaluation of the interpretation is partial. **6-8**
- L4: Understands and evaluates the interpretation with reference to own knowledge to reach a sustained and well supported judgement on its validity. **9-10**

**Indicative content**

Candidates can mention that Source A indicates it was Johnson's personality and Southern background e.g. arrogance, aggressive behaviour which led to escalation. This can be supported by other speeches he previously made when trying to get elected in 1964. Interpretation can be challenged that Johnson expressed doubts in private about what to do. Also there were other reasons for escalating war: advice from military personnel; pressure of events, e.g. incompetence of Saigon government; defence of American personnel on Bomber bases; influence of Kennedy legacy; Dallek's view re Johnson's uncertainty in foreign policy matters. May include references to Domino Theory and Gulf of Tonkin.

- (b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence of why the USA took part in the Vietnam War?  
(10 marks)

*Target AO1.1, AO2*

- L1: Summarises the content of the extract in relation to the issue presented in the question **1-2**
- L2: Demonstrates some appreciation of the strengths and/or limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

**Indicative content**

Source B gives one main reason i.e. to secure world peace but there are many other reasons. Candidates can note that the evidence comes from Johnson himself who at the time was escalating the war, so questioning its reliability. It does not necessarily represent the view of every one and it was part of a speech to convince the American public to get behind the war. He did not want the war to damage the chances of Democrats getting elected in mid terms. Also he wanted to save American face and win the war. He was anti communist and so believed in the traditional foreign policy.

- (c) Use **Sources A, B** and **C**, and your own knowledge.

“President Johnson failed in Vietnam because he never really understood the problem.”

How far do you agree with this opinion? (20 marks)

*Target AO1.1, AOL.2, AO2*

**Mark using the A2 mark scheme for extended responses requiring reference to own sources and to own knowledge.**

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***  
Demonstrates by relevant selection of material *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***  
Demonstrates, by relevant selection of material *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

**Indicative content**

Source A indicates certain flaws in his personality and this might support the statement. Source B hints at ideological reasons in trying to end war by using force. Possibly unsustainable. Source C indicates that failure was down to the wrong military policies being used, e.g. force on a small nation and that Johnson was responsible.

Candidates could also use their own knowledge to support the statement since there did seem to be occasions when Johnson was out of his depth. His aims were not necessarily the wisest indicating he did not understand exactly what the position was in Vietnam. Military personnel who had their own agenda briefed him. He lost key personnel such as McNamara, which did not help. Public opinion collapsed and put him under more pressure. Financial and economic problems set in because of the high cost of the war. Johnson lost confidence. Methods he used, e.g. bombing campaigns were arguably not the wisest. Tet Offensive had a large impact on policy and indicated that he had misread the situation. Therefore it is easy to blame Johnson but there were factors outside his control such as the determination and resources of the opposition. Reinterpretation of the war – as a Civil War – might be used to explain how Johnson misunderstood the problem.