

GCE 2004
June Series



Mark Scheme

History Alternative L Units 1, 4 and 6 *(Subject Code 5041/6041)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

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 indiscriminating 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 indiscriminating 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**AS Unit 1: United States' Foreign Policy, 1890-1991****Question 1**

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

Explain briefly the significance of “the Truman Doctrine” in relation to American foreign policy 1945-1950. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. the other half of the ‘walnut’/wanted to assist free peoples resist outside pressures. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. uses source and explains what the Truman Doctrine was and its importance after the war. **2-3**

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

Explain how the view in **Source C** challenges the view in **Source B** about American motives for giving economic aid in 1947. (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 and 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 about the issue from both sources, with limited reference to the context, e.g. reference to economic aid is limited. Source B advocates giving aid and Source C does not think it will help – ‘money is not the key’. **1-2**
- L2: Extracts and compares information about the issue from both sources with reference to own knowledge, e.g. Source B advocates aid which at the time Congress and the President agreed upon. Source C does not want aid given, representing those in Congress who thought charity began at home. **3-5**
- L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. despite the debate over motives the Marshall

Plan took place and aid was given successfully to a number of countries and they remained democracies, such as Greece. **6-7**

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

Explain the importance of the President, in relation to other factors, in the development of changes in foreign policy in the years 1940 to 1960. **(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, based *either* on 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 descriptions 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 contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *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* from own knowledge, 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 and partial. **14-15**

Indicative content

Candidates should be able to understand from Source A that President Roosevelt did greatly change foreign policy. From Sources B and C candidates can see that President Roosevelt and Truman did influence foreign policy in 1945 and after.

From their own knowledge candidates need to cover a range of issues and events such as: Roosevelt changing from isolation to intervention in World War II; Truman maintaining USA foreign policy by the use of Marshall Aid and the Truman Doctrine; Eisenhower and his commitment to Korea (Indo China) and the development of the Cold War after World War II.

The presidents were very influential but other factors play their part:

- Hawks influence in Congress in 1940
- public opinion on entry into World War II
- congressional support with money
- the rise of communism and the threat it posed
- differences in ideology
- the role of newspapers
- events such as the Berlin Airlift
- Korea
- economic issues, e.g. the strength of the U.S.A. at the end of World War II.

The President cannot act alone because they need appropriations, and also a positive public opinion is needed to fight a successful campaign.

Question 2

- (a) Explain briefly what is meant by the “reparations” in the context of American foreign policy 1918-1920. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. war payments. **1**
- L2: Developed explanation of the term, linked to the context, e.g. awareness of settlement after World War I between France, Germany, England and the U.S.A. Details of the debate over repayments should be mentioned. **2-3**

- (b) Explain why President Wilson went to war in 1917. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. President Wilson wanted to fight the Germans. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. Wilson’s influence, the Zimmerman telegram, the sinking of the Lusitania. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. unrestricted German submarine warfare and its effect on shipping, allied propaganda, economic interests, American idealism and need for security, changing public opinion. **6-7**

- (c) “By failing to persuade the United States to join the League of Nations, President Wilson alone was responsible for the policy of isolation in the 1920s and 1930s.”
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, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant 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 and 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 Wilson's failure at the end of the War to persuade the U.S.A. to join the League of Nations. They should also discuss a range of other factors, such as: the role of public opinion; Congressional influence; Republican opposition to Wilson and the League of Nations; disillusionment with the outcome of World War I.

Traditional foreign policy played a part in the retreat into isolationism because it was seen as successful e.g. George Washington and the Monroe Doctrine. The call for a 'return to normalcy'.

Other Presidents influenced foreign policy and played their part in maintaining isolationism such as: Republicans, Harding, Coolidge and Hoover; Roosevelt's role; high tariff policy, which was maintained by all the Republicans; the Neutrality Acts of 1935 and 1937 were brought in under Roosevelt; the failure of international pacts.

Some candidates may argue that these decades were not truly isolationist, and this should be accepted and marked according to the skills shown and how well they answer the question.

Question 3

- (a) Explain briefly what is meant by “Operation Desert Storm” in the context of American foreign policy in the Middle East 1989-1991. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. military force. **1**
- L2: Developed explanation of the term, linked to the context, e.g. the technology used, missiles, bombing raids and then ground forces sent to deal with Saddam Hussein’s invasion. **2-3**

- (b) Explain why President Bush went to war with Iraq in 1990. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. went to war to show the military strength of the U.S.A. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the event through relevant and appropriately selected material, e.g. the anti Saddam Hussein feeling in the U.S.A. The threat to Saudi Arabia, the threat to oilfields and Bush’s views. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. political reasoning, the world would be vulnerable to Saddam’s economic and military might if he got the Kuwait and Saudi Arabian oilfields, the impact on oil prices if he got such large reserves, the U.S. desire for new post cold war order, Bush was criticised for the slow response in Panama. **6-7**

- (c) “In the years 1961-1991 the United States consistently conducted a successful global 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, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant 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 and 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 issues covering the period 1961 - 1991.

At the beginning of the period there was not much success, e.g. the Cuban missile crisis. However, by the end of the period the U.S.A. had developed into a successful global power because of the positive outcome of the Gulf War. The U.S.A. was able to help Kuwait by leading a successful coalition of forces. It was also able to influence events right across the world in this period, e.g. South America, Asia, Europe and the Middle East. However, not every involvement was a success.

Success was seen in the Star Wars programme under Reagan.

By using its economic power the United States brought about the end of the Soviet Union since they could not compete with the amount spent on defence by the Reagan administration. In effect the U.S.A. won both the arms and space races. The U.S.A. also succeeded in its attempts at détente under Nixon and relations improved with China. Vietnam was not a success but a reasonable peace was concluded. The U.S.A. concluded some successful arms limitation agreements, which covered a number of countries, although arguably not all weapons were included and in practice there are doubts about the effectiveness of SALT I and SALT II. It succeeded in its attempts to stop the Cuban missile crisis from developing into a major nuclear confrontation, however it was unsuccessful in the Bay of Pigs incident in 1961. Thus it can be concluded that the U.S.A. did develop into a successful global power.

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 C** and your own knowledge.

Explain what is meant by “non-violent methods” in the context of American civil rights in the years 1955 to 1965. (5 marks)

Target: AO1.1, AO1.2

- L1: Basic definition with limited exemplification, e.g. peaceful protest. 1
- L2: Demonstrates understanding of the concept with supporting detail drawn either from the source and/or from own knowledge, e.g. from the source fellow clergy called the demonstrations extreme, or from own knowledge candidates can demonstrate the actions and the nature of the non-violent practices that Martin Luther King used, e.g. sit-ins, bus boycotts and speeches etc. 2-3
- L3: As L2, with developed reference to both the source and own knowledge, e.g. recognises nature of non-violent methods and the reaction of fellow clergy with developed reference. 4-5

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

How fully do **Sources A** and **B** explain the role of the Federal Government with regard to African Americans in the years 1877 to 1945? (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 sources 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 in relation to the issue. 9-10

Indicative content

Source A shows the Federal Government abandoning the Negroes to the state's government at the end of Reconstruction because they were more interested in business.

Source B refers to the 1930s (Great Depression) when once more economic matters took precedence over the Civil Rights of African Americans. However, it does show one branch of the Federal Government, the Supreme Court, making a decision in favour of African American rights over a black law school.

The context of Source A is the beginning of Jim Crow by Southern states when the South was left to its own devices. The era of big business dominated American political life in the last two decades of the nineteenth century.

The context of Source B is the lack of help for the African American from the New Deal. (There is a mention of the positive effect of Eleanor Roosevelt.)

The period is not adequately covered because there is no mention of the Plessy versus Ferguson decision of 1896 which made 'separate but equal' legal and so enshrined discrimination and segregation, nor are any other early court decisions which supported the South further. The sources do not indicate that various Presidents used and promoted Booker T Washington into the Federal Government.

Additionally only the Executive and Judicial branches of the Federal Government are mentioned in the sources; there is nothing about Congress and they, after all, pass the laws.

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

Assess the view that the social and political position of African Americans changed little in the years 1877 to 1980. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate 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 the 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

This is a synoptic question and candidates' responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question.

Source A suggests that African Americans lost any social or political position they may have had at the end of reconstruction and attributes the blame to the lack of Federal involvement.

Source B indicates that segregation is still the norm, although progress through the Supreme Court is being made on the basis of facilities being equal.

Source C indicates that in the 1960s African Americans were involved in action to get some recognition of their rights. The source also indicates that some African Americans have made it into the middle class, and Martin Luther King thinks they are ready to settle for this whilst others struggle to have any rights etc.

Source D implies that in the South, in the last quarter of the twentieth century, the political and social elite are still the whites, and also the Civil Rights movement has not altered that nor have any Southern born Presidents.

From own knowledge candidates can challenge the view. They need to show change over a 100 year span. Plessy versus Ferguson in 1896 legalised segregation, and various other Supreme Court decisions upheld Plessy. Education led to the growth of a bourgeoisie at the end of the nineteenth century. Washington and Du Bois show the growth of an educated intelligentsia. Movement into Northern cities helped to establish African Americans as a voting bloc and some social developments such as the Harlem Renaissance. World War II led to a growth in political and social consciousness, which manifested itself in an increasingly active NAACP. The desegregation of the forces under Truman led to social and political change. The Civil rights movement helped to get the vote for many African Americans and the desegregation of public places and schools in the South etc. Policies under LB Johnson helped some African Americans to rise out of poverty. The development of affirmative action led to social and political gains. The growth of African Americans in Northern cities led to mayorships of Chicago, Washington etc. From the 1960s there was an increased participation of African Americans in the political process and at the highest level; Congress, Supreme Court – with examples like Thurgood Marshall. African American participation in sport and music has led to millionaire status etc. Candidates may want to agree with the view, in so far as some areas of the South are still racist and that there has been a white backlash/flight to the suburbs etc. and that some African Americans are amongst the poorest in American society. Discrimination still exists and African Americans are still relatively powerless in some areas, as evidenced by the proportion of African Americans in US prisons.

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

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

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

Target: AO1.1, AO1.2, AO2

L1: *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 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

“Poor relations with Congress were responsible for the limited success of both President Kennedy’s and President Johnson’s economic and social policies.”

Assess the validity of this view.

(20 marks)

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 concentrated on economic growth. To stimulate economic growth there was high expenditure on defence and space. He persuaded Congress to increase the defence budget by 2% and increase spending on the race to the moon. He wanted to lower business taxes but Democrat Representatives and the business community were suspicious of the economic programme. However, he decreased unemployment and doubled the rate of economic growth and held inflation at 1.3%. He also worked on environmental pollution. New Frontier was an ambitious programme. He wanted to end racial discrimination, give federal aid to the education and medical care for the elderly. However, he faced a conservative coalition in Congress and they did stop some of his policies and arguably damaged them. He was seen as publicity hungry, young, catholic, etc. He failed to get his tax cut through; aid to education was defeated, as were his other New Frontier programmes. He tried to appease Congress and the Southerners by not pushing on Civil Rights. He appointed five segregationists to the federal bench in the Deep South. Kennedy got through a third of the legislation he wanted, so he had mixed success and certainly his policies were affected, but just before his death he was making more progress.

Johnson had a better relationship with Congress for a number of reasons and little damage was done to his policies, so they were not a limited success in this sense. Practicalities led to limited success for both economic and social policies. He had been majority leader in the Senate, and possessed a lot of experience and political know-how. He was prepared to use any method of persuasion possible. He was a Southerner, which helped him with the particular problems of the South. He could compromise and was prepared to work with people of divergent views. He believed in strong presidential leadership. He was not a catholic. Johnson was also able to use the death of Kennedy to get his Great Society through Congress. He used consensus politics, and having a democrat majority in both the House and the Senate helped him. He did not succeed on everything though; 25% of his bills failed to make it through. However, there was a change in his relationship with Congress as Vietnam became very costly. The first two years were the most successful for Johnson and this was when he had an excellent relationship with Congress. However, it is arguable as to what extent, and as to the amount of help he had from the death of Kennedy. His policies also changed to accommodate Congress, especially towards the end of 1968.

Question 3

“President Reagan’s social and economic policies failed to help all American people.”
Assess the validity of this view. (20 marks)

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

A polarization of American society took place under the Reagan presidency. The middle class became wealthier whilst the poorest sections of society became poorer. Reagan’s economic policies began by eliminating 6 million poor people from paying tax but this was offset by cuts in Federal welfare programmes. Hence drugs and AIDS problems grew.

Consumers responded to the tax cuts with a massive spending boom, which led to inflation. ‘Reagonomics’, as his economic policies were called, led to a federal deficit, which by 1985 had grown to 222 billion dollars. This was in part due to enormous increases on defence spending. Unemployment rose to 10% and people living in the old manufacturing belt saw huge rises in unemployment.

Reagan’s social policies were based on rhetoric, promoting family values. School budgets suffered, and he dismissed environmental concerns. Affirmative action came under attack from a white backlash, which Reagan encouraged with his appointments to the Supreme Court. Anti-feminism and the pro-family movement gathered pace. Reagan typified Republican bias towards business at the cost of government-funded social welfare. He even devolved responsibility back to the states. Hence schools and hospitals grew in wealthier areas funded by local taxes, and ones in the inner cities declined. By the end of the 1980s as many Americans lived in poverty as in 1964, yet some American people did gain in terms of rising wealth because towards the end of the administration a boom was beginning. The tax cuts had greatly helped the wealthier sections of society. The black middle classes were also able to make gains. Certain industries like defence, aerospace also grew. Reagan did help certain sections of American society through both economic and social policy, but he also left a huge budget deficit.

Question 4

How successful was the Federal Government in handling political and economic issues in the years from 1961 to 1989? (20 marks)

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

The success of the Federal government changed throughout the different Presidencies.

Federal Governments:

- JFK had limited success due to short time in office and concentration of F.P. however, did formulate some domestic policy.
- LBJ was at first successful with the economy, but then ran into problems owing to the expense of Great Society and the Vietnam War. He had a politically good relationship with Congress and passed several key bills e.g. voting rights.
- Nixon was at first politically successful, but then when seeking re-election Watergate ruined his reputation and that of the President in 1971. He dealt well with environment issues.
Economically there were various problems, e.g. oil crisis and its effects, stagflation and then conversion to Keynesianism.
- Ford and Carter experienced further economic problems/recession. Ford tried to fight inflation and had problems with MEDICAID. Carter was not very productive in a political sense.
- Reagan – reagonomics and budget deficit spending. Politically he was moving to the right and various issues cropped up such as women’s rights and strike breaking. Congress and Reagan had a reasonable relationship. Economically there were changes to policy and budget cuts were implemented in 1982. Inflation fell to 4% but the budget was not well balanced. There were serious problems with the stock market in 1987.
- Overall the economy was a problem, and each federal government devised different strategies but ultimately a deficit budget grew.
- Politically the federal government had a roller-coaster of a time. The relationship between President and Congress was very strained, and this affected both policy and issues, hence variable success.

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

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

How valid is the interpretation offered by **Source C** regarding the role of air power during 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 and relates to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

Candidates may state that this is a valid view which is held by some historians and in particular military personnel at the time. Nixon was encouraged to increase bombing raids and also to expand them to other countries. Johnson listened to both political and military advisers such as McNamara to increase bombing, e.g. Rolling Thunder. However, Johnson did stop in 1968 and this led some advisers to question this decision, saying that it was too early to say it had been unsuccessful – the argument being that it was never a full use of air capabilities. However, arguably, later in 1972 Nixon did use B52s to bomb Hanoi, which helped to force the North Vietnamese to sign a cease-fire and so eventually bring the war to an end.

Evidence can be used to say that the argument for air power is flawed. There were few military or industrial targets to bomb. For instance, each time the Ho Chi Minh Trail was bombed it was filled in again. Wide-scale bombing was used not only in Vietnam but also in Laos and Cambodia, which turned neutrals into adversaries. Helicopter gunships were also used but the enemy was difficult to see or find, especially with the network of underground supply routes, meaning they had limited success.

Bombing could not win the hearts and minds of the people it was supposed to help because too many innocent victims died. The accuracy of the bombing was suspect because technology was not advanced enough, and so it was never the right strategy.

(b) Use **Source A** and your own knowledge.

How useful is **Source A** as evidence of President Johnson's continuation of Kennedy's policy in Vietnam? (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 either of the strengths and/or of the 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 A is useful because it indicates that Johnson shared similar views to Kennedy. It also explains the context of the previous Presidents and how Johnson would be following on. However, there is no explanation as to the role of other influences on Johnson, nor is there any evidence in the source to say exactly what he did which continued the policy or what the actual policy was.

From own knowledge candidates will know that Johnson not only followed Kennedy's policy of increasing involvement but also went much further with bombing raids and greater numbers of ground forces involved. As time went on Johnson escalated the war well beyond what Kennedy was prepared to do. This source also gives no indication of the about-turn that Kennedy had been considering just before his death. Therefore, at best, this source gives a partial understanding of Johnson's continuation of Kennedy's policy, his reasoning and the influence of the Kennedy legacy.

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

“American intervention in Vietnam was doomed to failure.”

How valid is this view of the years 1963 to 1973? (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate 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 the 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 explains the significance of the Tet Offensive, a major military campaign, which had the opposite effect on the American people than it was supposed to have. Source B indicates that the Presidents thought that there were valid reasons to enter the war. Source C does not indicate it was doomed to failure but it does indicate a failure in strategy, i.e. airpower should have been persisted with and done properly. At the time they thought it was a fight against communism and they had a strategy to win.

It is arguable that at the outset Vietnam was not ‘doomed to failure’.

America had a larger population to support a war. It had a well-trained and equipped army, navy and airforce.

The United States had weapon and technological superiority, and had a valid reason to fight, i.e. help the oppressed against communism and so support democracy and the free world. The US had greater wealth and industrial capacity to replenish supplies, develop military capability etc. They were fighting a third world country and (all that implies). The US had the ability to fight using different strategies and to carry out a war of attrition. On paper they could have won.

However, there were circumstances they could not control which led to failure. The US could not predict the determination of the Vietcong or their support from other countries, which meant they could resupply and get better weaponry. The US was not used to guerrilla warfare in a tropical jungle, and they were never able to fight on their terms. Importantly, they did not have the support of the people they were trying to protect, because the US upheld unpopular and corrupt governments. The US never fully understood the South Vietnamese.

The War became doomed once they started to use unpopular/flawed policies like Napalm etc., and once public and Congressional support at home turned against the war it meant they were likely to lose. Furthermore once the authorities lost control of the media then the antiwar movement was likely to have a huge impact. Media coverage also helped the US to lose international support. When costs spiralled out of control there was a likelihood of losing the war, and once Congress stopped appropriations the war was doomed to fail.

Therefore, in theory the war could have been won and it is arguable as to whether it was always doomed to fail.

Reference to historiography from the available set texts, particularly Sanders, Lowe and Pollock on reasons for failure, should be used to support the argument put forward. Other historiography will be taken into consideration.