



General Certificate in Education

AS History 5041

Alternative L Unit 1

Mark Scheme

2008 examination – June series

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 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

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

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

The 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 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.

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.

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) and in deciding on a mark within a particular level of response (Section C).

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: DECIDING ON MARKS WITHIN A LEVEL

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.

June 2008

Alternative L: The United States, 1877–1991

AS Unit 1: United States' Foreign Policy, 1890–1991

Question 1

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

Explain briefly the importance of 'a retreat from the world's stage' (line 4) in the context of US foreign policy in the years 1920 to 1923. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. concentrate on internal affairs. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. this meant a retreat into isolationism and not getting involved in any European disputes and concentrating on domestic policy. **2-3**

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

Explain how the views expressed in **Source C** challenge those in **Source B** about the use of the atomic bomb. (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: Basic statement identifying the views expressed in the sources based on the content of the sources, e.g. Source B reasons that it would stop loss of life and Source C says Japan would have surrendered anyway. **1-2**
- L2: Developed comparison of the views expressed in the sources, based on content and own knowledge, e.g. Source B is about Truman's decision to drop the bomb on Hiroshima after advice from the military. Source C is the more pacifist view backed up by intelligence just after the dropping of both bombs and also based on British intelligence. **3-5**
- L3: Developed evaluation of the sources, with reference to the sources and own knowledge, drawing conclusions about the extent to which Source B challenges Source A, e.g. they differ greatly in their reasoning behind the bomb and are only part of the reasons for the bombs. **6-7**
-

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

Explain the importance of American Presidents, in relation to other factors, in explaining the direction of US foreign policy in the years 1920 to 1945. (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

From Source A candidates should understand that Hardy had a part to play in the development of isolation, also that the public had a role. From Source B candidates should be able to understand the influence of President Truman on the end of World War II.

From Source C candidates should be able to understand that other agencies influence Presidents and the way they act. Candidates will need to go beyond the sources with knowledge of the period. The role of the Presidents must be considered in detail beyond those in the sources such as Coolidge, Hoover and Roosevelt. The information about Harding and Truman can be further supported.

Other factors: Newspapers and their impact on the President. Public opinion in the 1930s is an important factor in keeping out of World War II. Also the part that Congress played in passing the Neutrality Acts meant that Roosevelt was not able to do more even when it was obvious he wanted to. Prominent and influential individuals like Lindbergh who tried hard to keep the US out of European affairs.

Events: in Europe through the 1920s and 1930s and the rise of Nazi Germany; invasion of Manchuria; bombing of Pearl Harbour.

Trade: the consideration of how isolationist the US really was when considering reparation payments and loans made. Depression: the fact that supplying arms etc. helped the US out of its economic woes; international pressure from potential allies such as Great Britain to help.

Question 2

- (a) Explain briefly what is meant by 'expansionism' in the context of US foreign policy in the years 1898 to 1905. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. American expansionism is traditional/is linked to imperialism/the rise of an empire. **1**
- L2: Developed explanation of the term, linked to the context, e.g. expanding in terms of Latin America. The war in Cuba. Events in Venezuela and debts there. Interference in Panama/Columbia and the Dominican Republic. **2-3**

- (b) Explain why President Wilson sent troops into Mexico in 1916. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. to stop trouble in Mexico. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. to protect American citizens because they were in danger in Mexico. To stop Mexicans coming across the border into the US and damaging property and killing civilians. To catch Pancho Villa. Also because of the proximity of Mexico to USA. **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. Wilson felt a moral obligation towards the citizens of the US and the US benefited from Mexico being at peace on its borders. **6-7**

- (c) 'In the years 1890 to 1919 imperial rivalry was the most important factor in shaping US foreign policy.'
Explain why you agree or disagree with this view. (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

Answers are expected to cover a range of events in the years 1890–1919. Imperial rivalry is a factor. The USA could see Germany, Britain and other European nations building up empires and benefiting from them. Some might argue envious. They were certainly aware of the trading benefits to be had in terms of raw materials in exchange for manufactured goods that these European nations enjoyed.

The US foreign policy was influenced by more than this.
Presidents were following a progressive stance.
Traditional policies still held sway such as Monroe Doctrine.
Events across Latin America and Asia influenced them.
Public opinion and Yellow Press in Cuba.
End of the frontier in 1890.
Proximity of Latin America and Caribbean.
Roosevelt and Big Stick.
China.
Open Door.
Idealism of Wilson and the Versailles Treaty.
Growth of US industrialisation from 1890 led to the need for growing markets.

Question 3

- (a) Explain briefly what is meant by 'the collapse of Soviet communism' in the context of relations with the West in 1989. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. made containment redundant in 1989. **1**
- L2: Developed explanation of the term, linked to the context, e.g. for the West and especially the USA it meant the demise of the threat of communism and the end of the Cold War. It was also linked to an easing of tensions between East and West. **2-3**

- (b) Explain why President George H W Bush was worried about the disintegration of the Soviet Union in 1991. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. he feared for the future of the ex-Soviet countries and/or Eastern Europe. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. Bush thought that the whole of Europe would descend into chaos and this would lead to war breaking out. He knew who the enemy was until the end of the Soviet Union. He was worried about how the US would be able to keep out of this. He was concerned about the impact on the defence industries in the US. He felt that the US might lose economically. Also who would now ally with whom and would this impact on the stability of Western Europe. **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. most importantly the stability of the whole of Europe was at stake with so much uncertainty. **6-7**

- (c) 'The USA was successful in its opposition to the expansion of communism in the years 1945 to 1991.'
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

Answers are expected to cover a range of issues that concentrate on the expansion of communism.

A consideration of containment and the Truman Doctrine and Marshall Plan which take place at the start of the period will be relevant. Steps taken to end the Berlin Blockade may also be used as examples of trying to oppose the expansion of communism. These were successful. Although a large portion of Eastern Europe was clearly under the dominant force of Russia and part of the Soviet Union.

The fall of China to communism was a blow and clearly Asia was not a happy ground for the USA.

Events in the 1950s such as the Korean War may be used to show the less successful side of containment.

Cuba and the rise of Fidel Castro also show that success was limited. Although communism did not actually spread to mainland USA and détente was established as another strategy against communism. The Vietnam War also shows limits to containment. Strategies such as arms build up did stop out and out war but it did not really stop the spread of communism. Hence the US had a mixed record on the containment of communism.