



General Certificate of Education

History 5041/6041

Alternative L The United States, 1877–1991

Mark Scheme

2005 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.

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 AO 1.1, 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 (AO 1.2), 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 (AO 2, 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 characteristic: 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 the 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 A** and your own knowledge.

Explain briefly the importance of “neutrality” in the context of American foreign policy in 1939. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. confirmed neutrality of the USA with regards to lack of participation. **1**
- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. significance of Neutrality Acts meant USA kept out of world events in the 1930s and the Second World War when it started in 1939 and Roosevelt was able to build up the USA and stay on good terms with both Germany and the allies. **2-3**

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

Explain how the views of the *Chicago Tribune* in **Source C** challenge those of **Source B** about the attack at Pearl Harbour. (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. Roosevelt did not conspire to enter the war/ Roosevelt manoeuvred the country into the Second World War - Source C. **1-2**
- L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. to show the different attitudes to the bombing and who knew about the event in advance; puts the answer into the context of isolationism and Roosevelt’s influence. The newspaper extract is written at the end of the war, after the death of Roosevelt and after many Americans have died; it is different to newspapers at the time which wanted revenge. The attack on Pearl Harbour is a huge area of debate. **3-5**

L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. Roosevelt did want to help the allies win the war but he had promised neutrality so it is likely that he did not know about the bombing. However, arguably, what is really significant is that this event brought the USA into the Second World War on the side of the allies. **6-7**

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

Explain why the actions of President Roosevelt, in relation to other factors, led to the United States becoming a world power in the years 1921 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* the 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 the American position of neutrality in the 1930s and how this changed with the arrival of war in Europe. Cash and carry was a way of the US benefiting Europe and in particular the allies. At the same time the economy was able to thrive.

From Source B candidates should be able to understand the influence of Roosevelt and how the US was to enter the war; also, brought the USA centre stage as a global power.

From Source C – Globalism came at a price e.g. of American lives both during the war and also after the war. Americans became involved and their troops helped build up global power.

From own knowledge other factors could be introduced: the events in the twenties and thirties where to an extent isolationism ruled. Isolationism from European political events led the US to build up a strong consumer base in the twenties. It is debatable how isolated it was from Europe in terms of trade. Politically, it was not a world power because of its foreign policy stance under Roosevelt.

Events at the end of the war with the Berlin Airlift, Truman Doctrine, Marshall Aid and NATO kept USA involved in events in Europe during peace time in the 1950s which was a huge contrast to the twenties when they would not join the League of Nations. The USA was committed to Western Europe and because it did well out of the war it was able to help Greece and Turkey.

The political will of Truman and Eisenhower was not to change foreign policy after the Second World War. Hence the US did develop a military complex and became a world power politically and economically.

Competition with the Soviet Union and fear of Communism after the Second World War are also important factors.

Question 2

- (a) Explain briefly what is meant by “Yellow Press” in relation to American foreign policy in the 1890s. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. American newspaper story blaming the Spanish for the sinking of the *Maine*. 1
- L2: Developed explanation of the term linked to the context, e.g. Yellow Press wrote sensational accounts to increase circulation and stir up the American population in favour of a war against the Spanish in Cuba at the end of the nineteenth century. 2-3

- (b) Explain why there was a debate in the USA over the signing of the Treaty of Paris in 1898. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. did not know whether it was a good idea to be imperialist or annex the Philippines. 1-2

-
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. influence of traditional anti-imperialism foreign policy, expense of defending overseas acquisitions, public opinion; national honour, altruism, trade possibilities in the Philippines and nearby Asia; missionaries thought it was good to spread the gospel. **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. links traditional foreign policy to trade or shows importance of public opinion. **6-7**
- (c) “When President William McKinley was assassinated in 1901 American imperialism died.”
Explain why you agree or disagree with this view of the course of foreign policy in the years 1890 to 1920. **(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 should cover a range of reasons and events as to whether imperialism died with President McKinley.

There should be explanation of McKinley’s role and relationship with regards to Imperialism. Imperialism did not die. It continued to be debated in the American Congress and there was

significant opposition e.g. the American Anti-Imperialist League. This comprised a number of wealthy individuals with different concerns who tried to lobby for a return to isolationism. The USA was imperialist in a selective geographical area e.g. west and south. They did not look to develop imperialism with regards to Europe – entry into the First World War had nothing to do with imperialism. Events in Mexico are more pertinent in the middle years when discussing Wilson.

Imperialism took a different direction under Theodore Roosevelt who inherited his predecessor's policies but went much further. Roosevelt was strongly Imperialist; he was extremely influential and with McKinley's legacy was able to develop an American Empire e.g. The Philippine Government Act of 1902 made the Philippines an unorganised territory. Open Door Policy with regard to China, building the Panama Canal, Roosevelt Corollary and the Dominican Republic.

Question 3

- (a) Explain briefly what is meant by “quarantine” in relation to events in Cuba in the years 1961 to 1962. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. weapons shipments kept away from Cuba. **1**
- L2: Developed explanation of the term, linked to the context, e.g. the quarantine (placing of ships inside a protective ring) was established to stop Soviet missiles being based in Cuba and therefore protect southern USA from attack in the light of Communist aggression (Cold War). **2-3**

- (b) Explain why Kennedy supported the Bay of Pigs invasion in 1961. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. Kennedy supported the Bay of Pigs invasion because of the fear of Cuba becoming communist. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. influence of inherited foreign policy from Eisenhower; CIA influence; traditional foreign policy; Kennedy's personality; election manifesto; economic causes etc. **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 USA's desire to contain the communist influence of Soviet Union and keep the USA safe led them to support an invasion backed by the CIA. **6-7**
-

- (c) “Foreign policy towards the Soviet Union significantly changed direction after 1960.” Explain why you agree or disagree with this view of the course of American foreign policy from the late 1950s to 1991. (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 changes and reasons for them. The Cold War is the general context for events. Under Kennedy there is a definite move against the communist threat of the Soviet Union, but not really a significant change. The Cold War hotted up with the Bay of Pigs and the Cuban Missile incident. However, there is a thaw with a hotline established. Early attempts at détente, which later gather strength under Nixon, mean a more fundamental change. The space race develops under Kennedy and continues through Reagan. Arms race also strengthens until Reagan’s Star Wars. The Soviet Union cannot compete due to cost. There are arms limitations talks from time to time through this later period. There are subtle changes throughout this later period and much depends on the President and his perception of the Soviet Union.

Alternative L: The United States, 1877-1991

A2 Unit 4: Aspects of Domestic Issues in the USA, 1877–1989

Section A: African Americans 1877–1980

Question 1

- (a) Use **Sources B** and **D** and your own knowledge.
How fully do **Sources B** and **D** explain the role of African Americans themselves in improving their position in the years 1910 to 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 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 B refers to the role that one organisation, the NAACP, had in bringing to an end segregation in schools. This was a crucial decision because it led to other cases and desegregation of other public places. Also it is very important because education underpins advancement. However desegregation took a long time to achieve after this decision because it had to be supported by the President/ force.

Source D refers to the role of the Black Panthers, the most extreme group. It indicates their anarchist stand. They tended to be more popular amongst urban ghetto dwellers and were not supported by the mainstream. However they did attract a lot of publicity and had some support among the young.

However, there were other influential individuals and organisations such as the Urban League, SCLC, Martin Luther King, Marcus Garvey and Malcolm X who all undoubtedly helped the African American cause. There were different approaches to gaining civil rights, which these sources indicate but do not fully explain. Therefore both sources are useful, but do not fully explain exactly what happened over the 70 year period.

- (b) Use **Sources A, B, C and D** and your own knowledge.
 “The Supreme Court was the branch of the Federal Government which did the most to improve the social and economic position of African Americans in the years 1877 to 1980.
 Assess the validity of this view. (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 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 mentions that Booker T Washington was involved with court cases at the turn of the century and his role with the executive office. **Source B** refers to Brown v Board of Education of 1954 in the Supreme Court – a landmark decision. **Source C** refers to the role of the President and the Civil Rights Act of 1964, which is unconnected to the Supreme Court. However the Supreme Court does uphold this legislation when it is later challenged. **Source D** refers to the lack of faith that the Black Panthers had in any branch of government helping ghetto dwellers. They wanted to overturn the American system. This source chronologically comes after **Source C** where the Panthers do not think that the Act of 1964 had had much effect.

There are a number of Court decisions that can be referred to e.g. Plessy v Ferguson, Smith v Allwright etc. Decisions at the end of the nineteenth century made segregation lawful. Later decisions in the 1950s are very important in ending segregation. Also there are further decisions in the 1980s that help the African Americans e.g. affirmative action, bussing, etc.

The make up of the court has a huge influence and it is the President who recommends judges for membership.

The executive office was largely unhelpful both at the end of the nineteenth century and up to 1945 despite the relationship between Washington and Roosevelt and Taft. Then Truman desegregates the armed forces. Eisenhower has to support the Supreme Court decision in the 1950s. Kennedy begins move for civil rights and Johnson finishes it off with Great Society. Nixon was largely unhelpful and some gains were lost.

Legislative office took steps to help socially and economically, under the leadership of the Democrats more so than when Republicans dominate Congress e.g. 1960s and the passage of the Civil Rights Act. At times the Legislative was unwilling to help because of the influence of Southern chairmen of Senate Committees.

Therefore all three branches have been involved in civil rights, but in varying degrees and at different times.

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 to almost 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

“Johnson, not Congress, should take the credit for the achievements of the Great Society in the years 1963 to 1968.”

How far do you agree with 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

There was little conflict after Kennedy’s death because the country was in a state of shock and so LBJ was able to use the situation to pass most of the legislation that he wanted. However, the cost of the War on Poverty did bring conflict between himself and Congress because the country was at war with Vietnam, which was costing more and more.

Much Great Society legislation was passed through Congress. A vast amount compared to Kennedy or Truman. Some legislation was revolutionary. **Johnson had a good relationship with Congress because of his political experience, the Kennedy legacy and his Southern background.** Therefore in the early part of his Presidency there was a positive relationship with Congress and they should have credit for passing the legislation in a short space of time and working positively with the President.

Great Society achievements included the War on Poverty; Voting and Civil Rights, Medicare, Medicaid, Health insurance, and Housing and Urban Development. Environmental work. Appalachians. These were very important but their importance is lessened by the slow pace of change compared to the political speed of legislation. The federal government poured dollars into social programmes as the economy expanded. The economy was undermined by the costs of war and this is where Congress began to oppose LBJ. However some improvements failed to materialise because of the cost and Congress grew less supportive of Johnson as the Republicans began to make gains. Johnson had to work harder to get the bills passed as his relationship deteriorated.

Therefore at the beginning of LBJ’s time in office Congress did not oppose him and worked with him. So he should not take all the credit. Yet his leadership and interest in a Great

Society meant that it was his leadership and political skill that led the way. Arguably he should take the lion's share of the credit for change. Congress deserves credit for speed, money and support at the beginning. Some students may want to question the nature and success of the Great Society.

Question 3

To what extent did the role of the Federal Government in political and economic affairs change fundamentally during the Presidencies of Richard Nixon and Ronald Reagan?

(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

At first there was little change in the activist role of government that Johnson had developed. Nixon expanded the role of government in both political and economic affairs despite being Republican. Nixon developed 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 government through New Federalism. This did not pass Congress because of the Democratic influence. Nixon saw a more conservative role for government but it is not a fundamental change. However, Watergate led to a lessening of the role of the President.

Ronald Reagan saw a great change in the role of the Federal Government, especially in economic affairs. 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 was stifling creativity. Reaganomics saw a radical cutback in Federal regulation in environmental, and 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. Hence there was a much more fundamental change under Reagan than under Nixon. Some candidates may argue that it is a reversal towards traditional Republicanism and not a fundamental change.

Question 4

How successfully did the US government change social and economic conditions in the inner cities in the years 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

Conditions in the cities were tackled by Kennedy and LBJ in the 1960s and LBJ's war on poverty and Great Society changes helped the inner cities. Medicare and other specific programmes targeted the poor, elderly and ethnic minorities found living in the ghettos of the inner cities. Urban regeneration extended to give more jobs and offer better education to the ethnic minorities and immigrants living there. However, African Americans felt excluded and there were riots in major cities before the changes could take place.

In the 1970s and 1980s as recession hit the USA, and especially under Reagan, the inner cities suffered much worse than the suburbs. Also in this period, with the move of wealthier whites and middle class blacks to the suburbs, the cities lost taxes leading to a decline in city revenues and leading to the edge of bankruptcy for cities like New York. This had an impact on the economies of the cities and on education in particular. Programmes were lost as cities struggled with their declining revenues. Hence there was a lack of success.

Jobs declined in the centre of cities as companies switched to the outer edges and this particularly affected the ethnic minorities, as the jobs that were left were poorly paid and often in the service industries. Even blue collar opportunities were lost. This led to poverty and an increase in drug problems. Reports showed that African American children were likely to suffer the worst. The one group of people living in the inner cities who were more fortunate were the elderly who had found support and so held on to the gains made under LBJ. Therefore conditions declined throughout much of the 1970s and 1980s in the inner cities.

Mostly the gains under LBJ were short lived and the federal government could not sustain the momentum because of involvement in the Vietnam War and the various economic crises that cut their ability to pay for programmes. Also it is arguable as to the amount of will that existed at federal level to tackle the significant problems in the inner cities. Carter was more sympathetic than either Nixon or Reagan but when the Republicans dominated Congress little progress was made. Therefore changes tended to be temporary and dependant upon the Democrats and the amount of money available. Some candidates may argue that far more was done on a local/ state level than at the Federal level.

Alternative L: The United States, 1877-1991

A2 Unit 6: The USA and Vietnam, 1963-1973

Question 1

- (a) Use **Source A** and your own knowledge.
Assess the validity of the view offered in **Source A** about American attitudes towards Vietnamese civilians. (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 can mention that **Source A** shows that the attitude of the Americans to the Vietnamese was a serious problem. They considered them as less than human and did not win their hearts and minds. This is a very valid interpretation and a number of historians such as Sanders subscribe to this.

There were a number of other reasons as to why the US did not win the hearts and minds of the civilians

e.g. imposition of a Catholic leader when the population was predominantly Buddhist.

Violence against the villagers e.g. indiscriminate murder and rape

Government policies such as 'search and destroy'

Failure to understand the situation in Vietnam

Use of Napalm, which destroyed homes

Incidents like the Massacre at Mai Lai

However there is evidence to suggest that not everyone had the same attitude to the Vietnamese. The public was outraged. The press highlighted incidents. Politicians called for an end to atrocities. The policy changed towards the end of the war. Some generals defended policies.

-
- (b) Use **Source B** and your own knowledge.
How valid is **Source B** as evidence about the fighting capabilities of American soldiers? (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 B gives the opinion of a Vietnamese soldier. It is likely to be biased in the light of the fact the Vietnamese won the war. Hindsight, etc. They were trained in guerrilla warfare and on home territory. There are elements of truth here because in general the Americans did have better living conditions and luxuries than the Vietnamese.

This account is not completely accurate. The American soldiers did win some battles, for example the Tet Offensive. There is evidence to suggest that many fought heroically and survived their time in the jungle. However there is evidence to suggest that they were not well suited to the terrain or the tactics employed by the Vietcong. Also the policies of the US army on length of service did not help the soldiers as they lacked continuity in the field. The use of the draft meant many soldiers were very young and inexperienced and didn't want to be there. Poor morale undermined their capability to fight. Poor leadership at various levels also undermined the fighting capabilities of the American soldiers.

- (c) Use **Sources A, B and C** and your own knowledge.
“The Anti-War movement in the United States was the principal reason that the USA pulled out of the Vietnam War.”
Assess the validity of this opinion. (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 indicates that it was the failure to win the hearts and minds of the Vietnamese that undermined the war effort and knowing this they had to pull out because they could not win the war. **Source B** indicates that the war was lost because the soldiers could not withstand the hardships of fighting in Vietnam and that the Vietcong could. Therefore the USA pulled out because they were losing militarily. **Source C** indicates that the anti-war movement affected the government i.e. President and hence brought in a new President, Nixon.

Candidates need to explore the proposition in detail, looking at the impact public opinion had on both the soldiers and the politicians. In the early years of the war public opinion was mostly for the war and it gradually changes as the body bag tally grew. The media highlighted this. Hence another factor to be considered is the role of the TV and press in the withdrawal.

Other factors to be considered include

The role of President Nixon.

The cost of the war.

Poor tactics/ poor leadership.

Practical reasons like fighting on unfamiliar terrain, climate etc. And how this forced them to leave.

Chinese and Russian support of the Vietcong.

Philosophy.

International image.

Historiography

Revisionism, post-revisionism etc.

Quagmire theory

Hearts and minds theory.