

Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/2H) Advanced

Paper 2: Depth study

Option 2H.1: The USA, c1920–55: boom, bust and recovery

Option 2H.2: The USA, 1955–92: conformity and challenge

Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 2H.1: The USA, c1920–55: boom, bust and recovery

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the effects of the New Deal projects in the years 1934–37.</p> <p>Source 1</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • Lorena Hickok was in a good position to know about the impact of the New Deal projects as she had been commissioned to study them • Hickok's relationship with Eleanor Roosevelt and Harry Hopkins may have impacted on her impartiality ('A Promised Land... golden sunlight') • Hickok does recognise that she is perhaps more enthusiastic about the projects than most ('They don't all get so excited about it as I do') • Hickok does highlight the criticisms and limitations of the New Deal projects ('They criticize some features of the program'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effects of the New Deal projects: <ul style="list-style-type: none"> • It provides evidence that the New Deal was drawing thousands of people into employment and providing them with a 'living wage' • It indicates that New Deal projects provided improved living conditions through the construction of quality housing • It suggests that the people in the Tennessee Valley were not really aware of the importance of the program ('I have an impression that thousands of people right here in the Valley don't really know what it is all about') • It provides evidence that the effects were limited in the Tennessee Valley ('it hasn't made any dent on our relief rolls', 'Tennessee still has a relief case load of 68,000 and Alabama around 80,000') 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> • The TVA was one of the largest projects in the New Deal with the intention to control the Tennessee River by constructing 20 dams that would enable irrigation and improve the quality of the soil • Power stations were to be built at the dams to provide cheap electricity for farmers and domestic consumers and hence improve the quality of work and life in the region • Farming was stimulated by encouraging farmers to use more efficient techniques such as contour farming • Thousands of jobs were provided in the region and living standards in the region rose significantly (200 per cent between 1929 and 1949).

Question	Indicative content
	<p>Source 2</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • As a farmer in Indianapolis, Minnie Harden had personal experience of the Depression and the New Deal projects set up to combat it • In writing to the First Lady, it is clear that Minnie Harden believes the responsibility for the problems of the New Deal lies with the government • The date of the letter suggests that five years after Roosevelt had launched the New Deal, there was still unemployment in the USA • The tone used by Minnie Harden in her letter suggests that she is not an impartial observer. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the effects of the New Deal projects: <ul style="list-style-type: none"> • It suggests that Minnie Harden believes the New Deal has unfairly treated those who work and pay taxes ('to pay their taxes and then had to stand by and see the dead-beats carry it home') • It indicates that Minnie Harden believes that the effects of the New Deal projects have been negative ('a nation of deadbeats and beggars') • It provides information that Minnie Harden blames the government for the problems caused by the New Deal ('The crookedness, selfishness, greed and graft... one gigantic racket out of the new deal'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> • Many states and individuals were opposed to the payment of relief and believed that people were to blame for their own poverty • The American Liberty League argued that welfare payments were too generous and undermined American values like self-reliance and individualism • Critics of the New Deal found support in the Supreme Court, which ruled against seven out of nine New Deal cases and had the consequence of limiting the effects of the New Deal • After 1937, the government spent less on New Deal projects and unemployment began to rise again. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • There is evidence of widespread criticism of the New Deal projects • There were still significant numbers of unemployed people dependent on forms of welfare • There is a clear contrast in the origins of the sources – Hickok is an obvious enthusiast of the New Deal projects, although not blind to their limitations, whilst Harden rejects the whole basis of the New Deal.

Option 2H.2: The USA, 1955–92: conformity and challenge

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the role of violence in black Americans' struggle for civil rights in the mid-1960s.</p> <p>Source 3</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • Malcolm X is in a good position to know about the impact of white violence on black Americans and his experience impacted on his attitude to violence • Malcolm X is making a speech to the press and this may account for the provocative tone he is using ('It is legal and lawful to own a shotgun or a rifle. We believe in obeying the law') • Malcolm X is putting pressure on the government at the time that it was debating the Civil Rights Bill ('let the government start doing its job') • Malcolm X is based in the north of the United States and represents a different point of view to the non-violent movement. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the role of violence in black Americans' struggle for civil rights: <ul style="list-style-type: none"> • It indicates that Malcolm X expected more violence to be directed at black Americans that year ('1964 threatens to be a very explosive year on the racial front') • It provides evidence that Malcolm X rejects non-violence ('it is criminal not to teach a man to defend himself when he is the constant victim of brutal attacks') • It indicates that Malcolm X considered the use of violence as self-defence ('can be used to defend our lives and our property in times of emergency') • It provides evidence that Malcolm X saw violence as a response to white attacks and not as a tactic on its own ('where our people are the constant victims of brutality'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> • Malcolm X had a strong following in the urban ghettos of the north • In March 1964 the Civil Rights Bill was being debated in the Senate • The Civil Rights Bill did not address the de facto discrimination in the north • The treatment of black Americans at Birmingham had appalled white middle-class Americans in the north: they were sympathetic to King's non-violent movement from the south but would reject Malcolm X's philosophy. <p>Source 4</p> <ol style="list-style-type: none"> 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • The tone of Langston Hughes's article suggests he is taking a relatively dispassionate view of the use of violence by black Americans

Question	Indicative content
	<ul style="list-style-type: none"> • The date of the article gives an immediate response to the Harlem riot • The article suggests a range of views from black Americans and white Americans about the usefulness of violence in the struggle for civil rights • Hughes does not condemn the riots – he considers them only from the point of view of what they might achieve. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the role of violence in black Americans' struggle for civil rights:</p> <ul style="list-style-type: none"> • It provides evidence that Hughes believes that black American non-violent views are ignored by white people ('listen to our speeches or read our writing – if they ever do') • It suggests that previous violence has produced results ('Old-timers who remember former riots in Harlem say', 'White folk respect us more') • It indicates that any previous results from violence have been short lived ('for a little while they will try to give you a little of what you want') • It suggests that Hughes has some sympathy with those who can see no alternative to violence ('and getting no results from federal or state governments'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • The 1964 Harlem riot was sparked when a black teenager was shot by a white policeman • The riot lasted for six days and involved attacks on policemen and caused massive damage to property • The riot occurred just a fortnight after President Johnson had signed the Civil Rights Act • The Harlem riot precipitated riots in other major cities in 1964, including New York, Chicago and Philadelphia. <p>Sources 3 and 4</p> <p>The following points could be made about sources in combination:</p> <ul style="list-style-type: none"> • Both sources indicate that black Americans have been the victims of violence at the hands of white Americans • Both sources suggest that support for non-violence on the part of black Americans is waning • The sources contrast in their purpose – while both provide some explanation of the shift towards violence by black Americans, the tone of Source 3 is much more threatening.

Section B: indicative content

Option 2H.1: The USA, c1920–55: boom, bust and recovery

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about on the suggestion that American women experienced only limited changes in their employment opportunities in the years 1919–41.</p> <p>Arguments and evidence that there were only limited changes to the employment opportunities of American women in the years 1919–41 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The loss of domestic staff tied many women to domestic duties at home, limiting their opportunities to seek paid employment • There were few career opportunities for women in the 1920s, e.g. by 1930 there were only 150 female dentists in the USA • Women were paid less than men, even when working on the same job – the opinion that women worked only for 'pin money' prevailed • Legislation banning women from working the night shift led to them losing their jobs • Working-class women were more likely than men to lose their job during the Depression, married women suffered especially • Some New Deal legislation worked against women, e.g. when the Economy Act 1933 forbade members of the same family to work for the federal government it mainly affected women. <p>Arguments and evidence that there were significant changes to employment opportunities for American women in the years 1919–41 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The increased availability of electrical appliances removed the need for domestic staff, who were subsequently freed up to work in the factories. • In the 1920s there were more opportunities for women to be employed as clerical workers and salespeople • During the New Deal era, women held more important posts in government than at any time before in America's history • Many prominent women played an important role in fields such as social work during the New Deal era • Prominent women like Eleanor Roosevelt did much to promote the cause of women in employment, e.g. she worked with Harry Hopkins to ensure women employed on New Deal projects received equal pay for equal work. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how far the Cold War was responsible for McCarthyism in the early 1950s.</p> <p>Arguments and evidence for the responsibility of the Cold War for McCarthyism in the early-1950s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Winston Churchill's claim of an 'Iron Curtain' dividing Europe, ushered in the Cold War and roused fears in America about the spread of communism and the need for action • Many people believed that the State Department could have done more to prevent the fall of China, which took many by surprise in 1949, giving rise to the belief that there were communist sympathisers in the government • The news that the Soviet Union had developed nuclear technology in 1949 led to claims that the Soviets had had American help – infiltration of the Manhattan Project • The outbreak of the Korean War in 1950 confirmed that the communist threat was real and that America needed to defend herself against it – both at home and abroad. <p>Arguments and evidence that there were other reasons for McCarthyism in the early 1950s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Fear of the infiltration of communism had long been an element in the American psyche and was an underlying cause of McCarthyism, and this predated the Cold War • McCarthy's establishment of the Senate Committee and his bullying tactics meant that fear of communism gripped the nation and accusations of sympathy for communists increased • Party political rivalry – the loss of the 1948 election left the Republican Party embittered and McCarthy used the opportunity that arose to attack political rivals and so further his own political ambitions • McCarthyism was sustained by support from many diverse groups, including Christian fundamentalists, Catholics and many less affluent and poorly-educated people who believed conspiracy theories • The role of the press – the witch hunts were publicised by Randolph Hearst's newspaper group with an obvious motivation to exploit the situation to sell copies. <p>Other relevant material must be credited.</p>

Option 2H.2: The USA, 1955–92: conformity and challenge

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which President Kennedy achieved the results he was aiming for with his New Frontier programme.</p> <p>The arguments and evidence that President Kennedy did achieve the results he was aiming for with his New Frontier programme should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Many young Americans responded to Kennedy's call to 'ask what you can do for your country' by joining the newly-formed Peace Corps • New Frontier in space – Kennedy challenged the American people and government to put a man on the Moon – in May 1961 the first American went into space and in February 1962 the first American orbited the Earth • Improvements in social justice, e.g. Kennedy signed legislation that raised the minimum wage and increased social security benefits • Help for rural poverty, e.g. Kennedy allocated funds to impoverished rural areas for projects such as expansion of rural electrification and soil conservation • Civil rights for black Americans, e.g. he promised a Civil Rights bill in 1963 after the Birmingham campaign. <p>Arguments and evidence that President Kennedy did <i>not</i> achieve the results he was aiming for with his New Frontier programme should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • His narrow victory in the 1960 election meant he lacked popular support to bring about change • Congress was dominated by Republicans and Southern Democrats who opposed radical change • Plans to provide health insurance for the elderly failed because Congress refused the funds • Improvements to elementary and secondary schools were rejected by Congress • He was slow to respond to the civil rights movement and concerned about the march on Washington in 1963 • Presidency was cut short by his assassination, which left many programmes unfinished. <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the accuracy of the suggestion that the Supreme Court ruling <i>Roe v. Wade</i> had a significant impact on American politics and society in the years 1973–88.</p> <p>Arguments and evidence for the significance of the impact of <i>Roe v. Wade</i> on American politics and society should be analysed and evaluated. Relevant points may include:</p> <p>Political impact:</p> <ul style="list-style-type: none"> • Conservative voters were mobilised to vote for candidates who called for a return to traditional values • The 'New Right' or 'Religious Right' became a more visible and powerful political force in its opposition to abortion, e.g. it backed Ronald Reagan's presidency in the 1980s • After <i>Roe v. Wade</i>, Republican and Democrat presidents used attitudes to <i>Roe v. Wade</i> as a 'litmus test' for appointments to the Supreme Court. <p>Social impact:</p> <ul style="list-style-type: none"> • Impact on society included the development of new attitudes to sex, the family and personal freedom, which some have termed a cultural revolution • In the 1970s the passing of <i>Roe v. Wade</i> gave a new impetus to the second-wave feminist movement that focused on sexuality, the family and reproductive rights • The National Right to Life Committee was formed in 1973 with the explicit goal of reversing <i>Roe v. Wade</i>. <p>Arguments and evidence that the impact of <i>Roe v. Wade</i> did not have a significant impact on American politics and society should be analysed and evaluated. Relevant points may include:</p> <p>Political impact:</p> <ul style="list-style-type: none"> • Many states did not repeal pre-1973 statutes that criminalised abortion • President Reagan appointed conservatives to the Supreme Court who expressed doubts about a woman's right to an abortion, e.g. Clarence Thomas • <i>Bowen v. Kendrick</i> 1988 denied federal funding to pro-abortion programmes. <p>Social impact:</p> <ul style="list-style-type: none"> • The number of abortions performed rose slightly after <i>Roe v. Wade</i> but stabilised thereafter during the 1970s and 1980s • An increase in violence – intimidation tactics used outside abortion clinics during the 1980s deterred women seeking terminations • The second-wave feminist movement petered out in the 1980s. <p>Other relevant material must be credited.</p>