



GCE MARK SCHEME

SUMMER 2019

HISTORY - UNIT 3  
BREADTH STUDY 8

THE AMERICAN CENTURY, c. 1890–1900

1100UH0-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**UNIT 3**  
**BREADTH STUDY 8**  
**THE AMERICAN CENTURY 1890-1990**  
**MARK SCHEME**

**Marking guidance for examiners**

**Summary of assessment objectives for Unit 3**

The questions each assess assessment objective 1. This assessment objective is a single element focussed on the ability to analyse and evaluate and reach substantiated judgements. The mark awarded to each question chosen in this assessment is 30.

**The structure of the mark scheme**

The mark scheme for Unit 3 has two parts:

- Advice on each specific question outlining indicative content which can be used to assess the quality of the specific response. This content is not prescriptive and candidates are not expected to mention all the material referred to. Assessors should seek to credit any further admissible evidence offered by candidates.
- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.
- The assessment grid for questions 1 and 2 and that for question 3 differ in that the assessment for question 3 expects candidates to demonstrate understanding of change and/or development over the long term (at least 100 years).

**Deciding on the mark awarded within a band**

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly a final mark for the question can then be awarded.

**Organisation and communication**

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

## INDICATIVE CONTENT FOR QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **To what extent did American governments pursue a consistent approach to foreign policy in the period from 1898 to 1941?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case whether American governments pursued a consistent approach to foreign policy in the period from 1898 to 1941. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which American governments pursued a consistent approach to foreign policy in the period from 1898 to 1941. In order to reach a substantiated judgement about this issue, candidates may argue that there were consistent themes in American foreign policy. They may support this proposition by considering issues such as:

- the debate on imperialism in the late-nineteenth century;
- the importance of Manifest Destiny and its impact on expansionist policies and naval policy;
- the Spanish American War and Roosevelt Corollary as an illustration of both consistent themes;
- consistency of isolationism as exemplified by initial reaction to the Great War 1914–1915 and Republican foreign policy 1921–1928;
- the impact of the Depression;
- the Neutrality Act (1935);
- the US response to the Munich crisis 1938;
- Foreign policy, and the elections of 1936 and 1940.

Candidates might consider challenging the proposition in the question by arguing that the supposedly consistent themes of imperialism followed by isolationism were contradicted by policies and issues such as:

- dealing with Mexico in 1916;
- entry into First World War and Wilson's aims in the Paris Peace Conferences;
- the Clark memorandum on Latin America, which repudiated the Roosevelt Corollary in part;
- the Washington Naval Conference/Kellogg Briand Pact (1928) as examples of international co-operation;
- Roosevelt's quarantine policy 1937;
- the Naval Expansion Act (1939);
- Roosevelt and the response to the Second World War: Lend lease, the Atlantic Charter and the oil embargo on Japan.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which American governments pursued a consistent approach to foreign policy in the period from 1898 to 1941.

## INDICATIVE CONTENT FOR QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further admissible evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **'Kennedy was the president who most successfully met the challenges of the Cold War in the period from 1945 to 1989.' Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case whether Kennedy was the President who most successfully met the challenges of the Cold War in the period from 1945 to 1989. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of Kennedy's role in dealing with the challenges of the Cold War in the period from 1945 to 1989. In order to reach a substantiated judgement about this issue, candidates may argue that Kennedy was indeed the president who most successfully met the challenges of the Cold War in the period from 1945 to 1989. Candidates may support this proposition by considering issues such as:

- the effect of Kennedy's inaugural address in 1961;
- the Berlin Wall crisis;
- the Cuban Missile crisis, 1962;
- the Test Ban Treaty and contacts with the USSR;
- the impact of his assassination

Candidates may consider challenging the proposition in the question by arguing that there were other Presidents who also had major successes in confronting the challenges of Cold War. They may consider issues such as:

- the Truman Doctrine and the policy of containment that, by the 1980s, had borne fruit;
- NATO and the Berlin Airlift under Truman;
- the improvement of relations under Eisenhower;
- Nixon and détente/relations with China;
- Carter and SALT;
- Reagan and the effect of the biggest build-up of arms in US history and its impact on the USSR;
- START talks in 1982 and the development of SDI;
- the relationship between Reagan and Gorbachev in the years from 1985 to 1989;
- the collapse of Soviet rule in eastern Europe and the symbolism of the Wall speech;
- Reagan's good fortune that his presidency coincided with significant internal changes in the USSR and Eastern Europe.

Overall candidates will offer a debate and come to a substantiated judgement regarding whether Kennedy was president who most successfully met the challenges of the Cold War in the period from 1945 to 1989.

### INDICATIVE CONTENT FOR QUESTION 3

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Assessors should seek to credit any further evidence offered by candidates. Each answer will be assessed on its merits according to the assessment grid as well as the indicative content.*

### **'The main reason for improvements in the lives of African Americans in the period from 1890 to 1990 was the action of the federal governments.'** **Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question—in this case the extent to which federal governments were mainly responsible for improving the lives of African-Americans in the period from 1890 to 1990. Candidates are able to offer a valid and balanced discussion covering the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance.

Candidates will offer an analysis and evaluation of the federal governments' role in improving the lives of African Americans in the period from 1890 to 1990. In order to reach a substantiated judgement about this issue, candidates may argue that federal governments were mainly responsible for improving the lives of African-Americans in the period from 1890 to 1990. They may support this proposition by considering issues such as:

- the role of the Supreme Court in the 1950s;
- the role of the Second World War and executive order 8802;
- Truman and executive order 980;
- JFK and executive action in southern states between 1961 and 1963;
- LBJ and Civil Rights legislation;
- Affirmative action after 1976;
- the contrast between the achievement of political rights and extent of social and economic inequality by 1990.

Candidates may consider challenging the proposition in the question by arguing that the actions of federal governments were not very successful in improving the lives of African-Americans and that there were other significant contributions especially earlier in the period. They may consider issues such as:

- the Supreme Court's role in undermining civil rights in the late-nineteenth century;
- the unchecked growth of segregation in the late-nineteenth century;
- the obstruction of southern states' governments;
- the New Deal's failure to address the issue of race;
- congressional obstruction of southern Democrats between 1945 and 1965;
- the reluctance of the Eisenhower government to intervene;
- the new conservatism of Reagan, and the Supreme Court in the 1980s undermining aspects of civil rights;
- the contribution of Dr Martin Luther King Jr and civil rights movement more generally, which may be deemed to be more important.

Overall candidates will offer a debate and come to a substantiated judgement regarding the importance of the action of the federal government role in improving the lives of African Americans during the period from 1890 to 1990.

## UNIT 3: THE BREADTH STUDY

### MARK SCHEME for 2019

In general terms the responses will display characteristics of one of the six bands shown below.

The table below gives advice on which band, sub-band and marks should be awarded to answers showing the appropriate characteristics.

<b>Band 6</b>		<i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme</i>
<b>CHARACTERISTICS</b> Lucid; convincing; debating		
<b>B6H</b>	<b>30</b>	The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement.
<b>B6S</b>	<b>27</b>	The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement.
<b>Band 5</b>		<i>The response is mainly focused on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement</i>
<b>CHARACTERISTICS</b> Coherent; engaging; debating		
<b>B5H</b>	<b>25</b>	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement.
<b>B5S</b>	<b>23</b>	The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement
<b>B5C</b>	<b>21</b>	The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover most of the period, especially in Section B.]</i>

<b>Band 4 CHARACTERISTICS</b>		<i>The response attempts to cover most of the set period and discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i>	
Meaningful discussion; mini judgements			
<b>B4H</b>	<b>20</b>		The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent.
<b>B4S</b>	<b>18</b>		The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift.
<b>B4C</b>	<b>16</b>		The response begins to show some characteristics of Band 4.  <i>[This can be used for good Band 3 responses that offer at least one valid reference or judgement on the key concept.]</i>
<b>Band 3 CHARACTERISTICS</b>		<i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme</i>	
Two sided; listing; assertions			
<b>B3H</b>	<b>15</b>		The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage
<b>B3S</b>	<b>13</b>	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme.	
<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i>	
Narrative; descriptive; tagged-on			
<b>B2H</b>	<b>8</b>		The response is a predominantly descriptive/narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement.
<b>B2S</b>	<b>6</b>	The response is limited to a descriptive/narrative account of the features and characteristics associated with the theme, with no judgement attempted.	



<b>Band 1 CHARACTERISTICS</b> Brief; undeveloped; largely irrelevant		<i>The response is undeveloped, very brief or largely irrelevant</i>
<b>B1H</b>	<b>5</b>	The response is very limited and undeveloped though there is some weak link to the associated theme.
<b>B1S</b>	<b>3</b>	The response is very brief and / or largely irrelevant.
	<b>0</b>	Use for incorrect answers