

UNIT 3
BREADTH STUDY 8
THE AMERICAN CENTURY c.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.

How far do you agree that US foreign policy was mainly isolationist in the period 1919-1941?

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 US foreign policy was mainly isolationist in the period 1919-1941. 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 US foreign policy was mainly isolationist in the period 1919-1941. In order to reach a substantiated judgement about this issue, candidates may argue that US foreign policy was mainly isolationist in the period 1919-1941. The response might support this proposition by considering issues such as:

- the rejection of Woodrow Wilson's policies on the League of Nations in the Presidential election of 1920
- focus of Republican Presidents in the 1920s on domestic issues
- reduction of expenditure on the military as a result of economic problems
- Congressional Neutrality acts 1935-39 and their impact
- strength of popular isolationism a factor in the Presidential elections of 1936 and 1940
- failure to respond adequately to Japanese aggression in the 1930s
- the USA's lack of involvement in European affairs in 1936-39 and muted role over the Munich conference 1938

Candidates might consider challenging the proposition in the question by arguing that to an extent US foreign policy was not really isolationist in the period 1919-1941. The response might consider issues such as:

- the Disarmament conferences such as the Washington Naval conference and the Kellogg-Briand pact had strong US involvement
- involvement in the reparations issue - Dawes plan 1924 and Young plan 1929
- Roosevelt's good neighbour policy in the 1930s especially in Latin America
- Roosevelt's quarantine speech in Chicago 1937
- US rearmament drive as a response to the deteriorating European situation
- Lend Lease programme 1940-41 and Roosevelt's close relationship with Churchill
- the Atlantic Charter 1941 and measures against U-boats
- sanctions against Japan in 1941

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which US foreign policy was mainly isolationist in the period 1919-1941.

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.

To what extent was US policy towards communism in Asia in the years 1949-1975 a consistent failure?

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 US policy towards communism in Asia was a consistent failure in the years 1949-1975. 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 US policy towards communism in Asia was a consistent failure in the years 1949-1975. In order to reach a substantiated judgement about this issue, candidates may argue that US policy towards communism was a consistent failure in the years 1949-1975. The response might support this proposition by considering issues such as:

- the possible overreaction to the threat from China after 1949 was bound up with domestic politics as shown by McCarthyism
- the initial military failures in the Korean War
- the failure of the Geneva conference in 1954 and the role of John Foster Dulles.
- the failure to deal effectively with the challenge of communism in Vietnam after 1954 and the development of military intervention
- continuing confrontations with China over Quemoy and Matsu in 1958
- the escalation of the Vietnam War after 1964 and the failure to achieve decisive victory
- effect of the war on domestic politics and the spread of popular disillusionment

Candidates might consider challenging the proposition in the question by arguing about the extent to which US policy towards communism was a consistent failure in the years 1949-75. The response might consider issues such as:

- that a firm response was needed to Mao's China in the early 1950s as it was a direct threat to the USA
- Chinese and North Korean aggression was successfully resisted by the UN forces led by the USA
- that the outcome of the Korean War was a qualified success with the creation of South Korea and its continuing economic success
- the possibility that Dulles was right about the Domino theory and that the vacuum created by the defeat of France in Vietnam had to be filled by someone
- the success of the Nixon-Kissinger policy towards China was a remarkable transformation of policy

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which US policy towards communism in Asia in the years 1949-75 was a consistent failure.

ASSESSMENT GRID FOR QUESTIONS 1 AND 2

Target: AO1

Total mark: 30

Focus: *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.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>have a specific focus on discussing the key concepts in the question set</i> <i>offer a valid and balanced discussion about the relationships between key features and characteristics</i> <i>Include specific supporting arguments leading to a substantiated, sustained and integrated judgement</i> <i>provide an answer which is fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer a broadly balanced discussion about the relationships between key features and characteristics</i> <i>include a range of supporting arguments to reach a substantiated and sustained judgment on the question set</i> <i>communicate clearly with appropriate language and structure and appropriate spelling, punctuation and grammar</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise generally accurate and relevant historical knowledge</i> <i>mainly focus on the key concept in the question set and show evidence of understanding by valid analysis and explanation</i> <i>offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question</i> <i>attempt to provide supporting arguments to reach a broadly balanced judgment on the question set</i> <i>provide an answer which is clearly expressed with appropriate language, structure and spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate some accurate and relevant historical knowledge</i> <i>have some focus on the key concept in the question set and show evidence of understanding by some analysis and explanation</i> <i>offer some comments about the relationships between key features and characteristics of the historical period</i> <i>attempt to provide a judgment on the question set</i> <i>show some appropriate vocabulary, spelling, punctuation and grammar</i>

GCE AS LEVEL HISTORY - UNIT 3 Specimen Assessment Materials 81

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate some general knowledge of the key issues in the period set</i> • <i>begin to show some evidence of limited understanding and explanation of factors</i> • <i>generally focus on the topic area and have some basic explanation of something in the question</i> • <i>make a limited attempt to provide a judgment on the question set</i> • <i>show some appropriate vocabulary, spelling, punctuation and grammar seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>communicate some historical knowledge</i> • <i>limit answers to some comments on the topic with little understanding of the concept set in the question</i> • <i>show some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		

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 decisions of the Supreme Court were the most important influence on the development of civil rights for African-Americans in the period 1890-1990.’

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 the decisions of the Supreme Court were the most important influence on the development of civil rights for African Americans in the period 1890-1990. 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 extent to which the decisions of the Supreme Court were the most important influence on the development of civil rights for African-Americans in the period 1890-1990. In order to reach a substantiated judgement about this issue, candidates may argue that the decisions of the Supreme Court were the most important influence on the development of civil rights for African-Americans in the period 1890-1990. The response might support this proposition by considering issues such as:

- the erosion of African-American freedoms in the late nineteenth century by the Supreme Court: for example, the issue of disfranchisement in *Mississippi v Williams* 1898; *Plessey v Ferguson* 1896 upheld a Louisiana law that the rights of African-Americans were not infringed by separate transport facilities; *Cumming v Board of Education* 1899 extended “separate but equal” concept to schools
- as a result of these rulings the principle of segregation was systematically extended by state and national laws
- the historic *Brown v Board of Education Topeka* marked the triumphant climax of NAACP’s long battle against racial segregation in education, reversing the *Plessey* judgement
- the enforcement of this ruling greatly encouraged the protest and demonstrations of the 1950s and 1960s

Candidates might consider challenging the proposition in the question by arguing that to an extent the decisions of the Supreme Court were not the only influence on the development of civil rights for African Americans in the period 1890-1990. The response might consider issues such as:

- the impact of individuals like Booker T Washington, W E B Dubois and Martin Luther King
- the impact of northward migration into the cities
- the impact of the Second World War
- the peaceful protest movement: transport and education protests
- the policies of the Kennedy and Johnson administrations
- Black Power and the radicalization of civil rights
- desegregation and the new South

Overall candidates will offer a debate and come to a substantiated judgement regarding whether the decisions of the Supreme Court were the most important influence on the development of civil rights for African-Americans in the period 1890-1990.

ASSESSMENT GRID FOR QUESTION 3

Target: AO1

Total mark: 30

Focus: *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.*

Band	Mark	Descriptor
6	26-30	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise consistently accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show evidence of a thorough understanding by valid analysis and explanation of this concept</i> <i>include convincing supporting arguments showing understanding of the relationship between a range of different perspectives where appropriate and from across the period set</i> <i>develop specific supporting arguments to reach a substantiated and sustained judgment on the question set.</i> <i>provide an answer that is lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</i>
5	21-25	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise accurate, relevant and precise historical knowledge</i> <i>demonstrate sustained focus on the key concept in the question set, and is able to show clear evidence of understanding by valid analysis and explanation of the concept</i> <i>offer a valid and balanced discussion analysing a range of different perspectives where appropriate and covering the period set</i> <i>reach a mostly substantiated and sustained judgment regarding the question set</i> <i>provide an answer that communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</i>
4	16-20	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise mostly accurate and relevant historical knowledge</i> <i>demonstrate valid analysis and evaluation of the key concept in the question set</i> <i>offer a valid discussion and use some different perspectives where appropriate, covering most of the period set</i> <i>offer a clear judgement regarding the set issue</i> <i>provide an answer that shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</i>
3	11-15	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> <i>demonstrate and organise some accurate and relevant historical knowledge</i> <i>show some accurate analysis and evaluation of the key issue in the question</i> <i>offer a valid discussion of at least two perspectives, covering some of the period set</i> <i>make some attempt to provide supporting arguments for the judgment reached</i> <i>provide an answer that is clearly expressed with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar</i>

GCE AS LEVEL HISTORY - UNIT 3 Specimen Assessment Materials 84

2	6-10	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>demonstrate and organise general knowledge of the period</i> • <i>show some evidence of limited analysis of the key issue in the question</i> • <i>generally focus on the topic area and have some basic explanation; the answer may well be a narrative account</i> • <i>reach a limited judgement linked to the topic area</i> • <i>provide an answer with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</i>
1	1-5	<p>Generally for this band, candidates will:</p> <ul style="list-style-type: none"> • <i>deploy knowledge which is brief or very limited in scope</i> • <i>limit the response to some comments on the topic with little understanding of the concept set in the question.</i> • <i>some meaning is conveyed with some accuracy in spelling, punctuation and grammar</i>
Award 0 for incorrect or irrelevant answers		