

Mark Scheme (Results)

Summer 2012

GCE History (6HI03/C)

Unit 3: Depth Studies & Associated
Historical Controversies

Option C: The United States: Challenged
& Transformed

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which, strands of QWC are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However, candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 3: Generic Level Descriptors

Section A

Target: AO1a and AO1b (13%)

(30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed.</p>
2	7-12	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed.</p>

3	13-18	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15-16 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed.</p>

5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks The qualities of Level 5 are securely displayed.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Section B

Target: A01a and A01b (7% - 16 marks) A02b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

A01a and A01b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1 mark The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks The qualities of Level 2 are securely displayed.</p>

3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 7 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8-9 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and - as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks The qualities of Level 4 are securely displayed.</p>

5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 16 marks The qualities of Level 5 are securely displayed.</p>
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

AO2b (24 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question. When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-9 marks The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12-14 marks The qualities of Level 3 are securely displayed.</p>

4	15-19	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate.</p> <p>Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15-16 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks The qualities of Level 4 are securely displayed.</p>
5	20-24	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed. Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20-21 marks The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks The qualities of Level 5 are securely displayed.</p>

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Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
Section A Q	30	-	30
Section B Q	16	24	40
Total Marks	46	24	70

% weighting	20%	10%	30%
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Section A

C1 The United States, 1820-77: A Disunited Nation?

Question Number	Indicative content	Mark
1	<p>Candidates should have knowledge of the key features of the economies of the North and South between 1820 and 1860. Features which suggest that there were few fundamental North-South economic differences might include: both North and South were still overwhelmingly rural and in both regions yeoman farmers owning 50-500 acres predominated; the North was industrialising but was not industrialised by 1860; the South did have some important industry e.g. Tredegar Iron Works in Richmond was a major US iron producer; over three-quarters of Southern families did not own slaves; the South was not economically backward - cotton sales accounted for at least half of the USA's total exports during this period. Features which suggest there were fundamental North-South economic differences might include: the South produced only about 10 per cent of the USA's manufactured output by the 1850s; the North was more industrial and urban; Southerners resented the tariff because in their view it favoured Northern industrial interests and disadvantaged Southern agriculture; the Southern economy was less diversified and heavily reliant on cotton; unlike the North, the South's capital and system of agriculture were inextricably linked to the 'peculiar institution' of slavery.</p> <p>At Levels 1 and 2 simple or more developed statements will provide either only simple or more developed statements about the economies of the North and South with either only implicit reference to a few fundamental differences or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to the extent the North and South had fundamental economic differences but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of economic similarities and differences with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' will be central in an answer which will be well informed with well selected information and a sustained evaluation.</p>	30

Question Number	Indicative content	Mark
2	<p>Candidates should know about the impact President Andrew Jackson had on the US political system between 1829 and 1837. Features which support the notion of 'Jacksonian Democracy' might include: Jackson's election and Presidency encouraged the development of formal national 'mass' parties (the Democratic and Whig parties) which adopted positions on issues, held nominating conventions and included congressmen and senators; the emergence of a new style of political campaigning in the late 1820s and 1830s which involved mass marches, fierce debates, local party organisation and high voter turnout; Jackson's claim to represent the 'common man' against privilege/monied interests, e.g. his campaign against the Bank of the United States. Features which do not support the democracy argument might include: Jackson's views and/or policies concerning native Americans, slaves and women, e.g. Indian Removal; for the most part, the established political elite retained its power and privilege; some important democratic features pre-dated Jackson's tenure, e.g. by the 1820s most adult white males had the right to vote etc.</p> <p>At Levels 1 and 2 candidates offer simple or more developed statements about Jackson's Presidency with either only implicit reference to its 'democratic' impact or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis relating to 'democratised' but the detail may be lacking in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the Jackson record on democratisation of the political system with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed, with well selected information and a sustained evaluation.</p>	30

C2 The United States, 1917-54: Boom, Bust and Recovery

Question Number	Indicative content	Mark
3	<p>Candidates should have knowledge of the factors promoting the economic boom of the 1920s in the USA. Features which suggest that automobile production was responsible for economic prosperity might include: the 'Ford revolution' in car manufacture for the mass market; the strategic importance of the car industry for the US economy (7 per cent of all US industrial workers and 9 per cent of industrial wages); indirectly automobile production created thousands of jobs in the steel, rubber, paint, lumber, oil, electrical and tourism industries. Candidates should also assess the relative importance of other factors which may include: the impact of government policy (e.g. Republican support for laissez-faire economics; the impact of the Fordney-McCumber Tariff Act (1922); revenue acts (1921-26) which cut surtax from over 50 per cent to 20 per cent; Mellon's favourable tax policy towards the wealthy and the big corporations; reduced regulation of business by the Federal Trade Commission; state and Congressional action against trade unions which favoured business interests); the economic impact of the First World War; new management and advertising/marketing techniques; the availability of easy credit and hire purchase etc.</p> <p>At Levels 1 and 2 simple or more developed statements will provide either only simple or more developed statements about the economic boom of the 1920s with either only implicit reference to the motor industry or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to the extent the boom was due to car production but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the causes of the boom with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' will be central in an answer which will be well informed with well selected information and a sustained evaluation.</p>	30

Question Number	Indicative content	Mark
4	<p>Candidates should have knowledge of the impact the Supreme Court and Roosevelt’s critics had on the New Deal in the 1930s. Features which suggest that they had little influence over New Deal measures might include: many elements of the NRA and the AAA (declared unconstitutional by the Supreme Court in 1935-36) were later incorporated into the 2nd New Deal and the 1938 Agricultural Adjustment Act; after 1936 the Supreme Court upheld New Deal measures (e.g. the Wagner Act in 1937), one dissenting Justice became pro-New Deal and retirements enabled Roosevelt to appoint sympathetic judges; socialist and communist demands that the New Deal should dismantle the capitalist economy had little impact e.g. Earl Browder, the communist presidential candidate received a meagre 79,000 votes in 1936; the NAACP attempted to challenge the unequal treatment of black Americans under the New Deal (e.g. over university entry) but discrimination remained widespread, e.g. in the CCC, the TVA and Roosevelt’s refusal to back anti-lynching legislation. Features which suggest they did exert influence might include: the Supreme Court had a major impact by declaring 11 measures unconstitutional and provoking Roosevelt’s ill-fated ‘court packing’ plan which contributed to the New Deal’s loss of momentum; critics such as Huey Long, Francis Townsend, Louis Brandeis and Felix Frankfurter helped to steer Roosevelt to the left during the 2nd New Deal which produced measures dealing with social security, rural electrification and fair labour standards; opposition from business interests hostile to Roosevelt’s interventionist approach was also influential, e.g. the owners of US Steel helped to finance the successful legal challenge against the NRA and pressure from holding companies persuaded Congress to pass a watered down Public Utility Holding Company Act (1935).</p> <p>At Levels 1 and 2 simple or more developed statements will provide either only simple or more developed statements about the New Deal with either only implicit reference to the influence of the Supreme Court or Roosevelt’s critics or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to the extent that the Supreme Court and Roosevelt’s critics influenced the New Deal but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the influence of the Court and critics with some attempt to reach a reasoned judgement on ‘how far’. At Level 5, ‘how far’ will be central in an answer which will be well informed with well selected information and a sustained evaluation.</p>	30

Section B

C1 The United States, 1820-77: A Disunited Nation?

Question Number	Indicative content	Mark
5	<p>Source 1 supports the idea of a war due to the disruption and violence which accompanied the Southern secession. It maintains that the nature of the secession and the impetuous attitudes of the secessionists contributed significantly to the outbreak of hostilities in 1861. This view is challenged by Source 2 which focuses on the issue of slavery. According to the author, slavery lay at the heart of the key issues which led to the civil war, such as North-South economic differences, states' rights and the growing sectionalism of the 1850s. Source 3, in contrast, offers a 'progressive' perspective on the conflict. Rejecting the 'slavery versus freedom' view, this extract argues that the war was the product of a wider economic clash between Northern manufacturers and Southern planters.</p> <p>Candidates' own knowledge of developments in the 1850s and in 1860-61 should be added to the source material and might include: the context of growing sectionalism in the 1850s (e.g. the Kansas-Nebraska Bill (1854), 'Bleeding Kansas', the emergence of the Republican Party, the Dred Scott case (1857), John Brown's action at Harper's Ferry (1859)); Lincoln-Douglas debates (1858) led to southern concerns that Lincoln was an abolitionist; the reaction in the South to Lincoln's victory in 1860 which was based entirely on the Northern states and 40 per cent of the popular vote; the phased nature of the secession (1860-61); the failure to find a compromise (Buchanan's reluctance to take a lead, rejection of the Crittenden proposals, the unsuccessful Peace Convention at Washington); the Fort Sumter incident and the response of the Upper South (1861); the economic differences between North and South (e.g. over tariffs and taxation).</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and at Level 2 link in own knowledge for valid statements. At Level 3 a clear conclusion about reasons for the Civil War will be offered and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the extent to which Southern secession led to conflict in 1861. At Level 5, candidates will present a reasoned judgement about the role played by Southern secession in the outbreak of the Civil War. Here the response will be informed by precisely selected evidence from both sources and own knowledge.</p>	40

Question Number	Indicative content	Mark
6	<p>Source 4 gives candidates material to support the view that superior political leadership was an important factor in explaining the Union's victory in the Civil War. In particular, it points out that Lincoln successfully maintained civilian morale during the gruelling conflict and forged a Northern pro-war consensus which enabled the Union to exploit its material advantages. In contrast, Source 5 maintains that the Southern government was weakened by the divisive issue of states' rights, fear of a Richmond 'tyranny', and the political limitations of Jefferson Davis. Source 6 contends that the Union's significant material resources (e.g. larger population, greater firepower, more manufacturing industry and transport) gave the North an important advantage and were 'essential factors' in its victory.</p> <p>Candidates' own knowledge of other reasons for the Confederacy's defeat in the Civil War should be added to the sources and may include: other aspects of Abraham Lincoln's political leadership (e.g. keeping the border states in the Union in 1861); on balance, the North had more effective ministers; the Northern economy was better managed and finance more easily raised in the North; the effectiveness of Union military tactics under Grant and Sherman; poor military leadership of the Western Confederate armies etc.</p> <p>At Levels 1 and 2 responses are likely to sift the evidence with some cross-referencing, and at Level 2 link to own knowledge for valid statements. Level 3 answers will reach a conclusion probably recognising that the argument is not all about superior political leadership in the North and clearly recognising that the sources give different interpretations. Sources will be used with some confidence. For Level 4, look for sustained argument on the relative merits of the various arguments. At Level 5, candidates will sustain their argument about the relative importance of superior political leadership in the North on the basis of precisely selected evidence from both sources and own knowledge.</p>	40

C2 The United States, 1917-54: Boom, Bust and Recovery

Question Number	Indicative content	Mark
7	<p>Source 7 maintains that the lack of consumer purchasing power made the 1920s boom unsustainable. Under-consumption was fuelled by long-standing problems in the agricultural sector and relatively low pay for industrial workers which skewed the distribution of wealth and depressed demand. This line of argument can be linked to Source 8 which focuses on the serious economic contraction which occurred after the October 1929 crash as worried consumers cut back on spending and declined to take on new debts. The lack of consumer spending had an adverse effect across the whole economy. Candidates might pick up on the author's assertion that this was more important in explaining the Depression than the Wall Street collapse itself. In contrast, Source 9 offers a wider perspective on the economic downturn by also noting the impact of other factors such as European economic problems after 1918, the US government's tax policies and the failure to regulate the stock market.</p> <p>Candidates' own knowledge of the causes of the Great Depression should be added to the evidence of the sources and may include: the maldistribution of wealth, overproduction and under-consumption; the international economic problems of the 1920s which cut foreign demand for American goods; the impact of the Wall Street Crash; the weakness of the US banking system; the 'low tax and minimal regulation' approach of Republican governments in the 1920s etc.</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and draw basic conclusions. Level 2 answers should include some own knowledge. At Level 3 a clear conclusion will be reached about the role of under-consumption as a cause of the Depression and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the relative strength of the arguments for and against on the basis of confident use of the presented sources and good understanding of the issues under debate. At Level 5, candidates will sustain their argument about the extent to which under-consumption led to the Great Depression in 1929.</p>	40

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8	<p>Source 10 offers much support for the view that, in the period up to 1941, the New Deal failed to achieve its economic objectives. According to this source, unemployment remained stubbornly high and production below 1929 levels for most of the 1933-39 period with only 1937 providing a temporary respite. It concludes that the US recovery between 1939 and 1941 was driven, not by the New Deal, but by the economic stimulus of wartime demand. This line of argument can be linked to Source 11 which maintains that some of Roosevelt's initiatives (e.g. the NRA and the TVA) hindered economic recovery, stifled the private sector and contributed to job shortages. Candidates may note that Source 11 concedes that some New Deal measures, such as the early financial reforms and the CCC, brought economic benefits. In contrast, Source 12 gives a more optimistic assessment of the New Deal's economic record. Recognising the ongoing problems of unemployment and federal debt, the author stresses the growth of GNP and the rise in the standard of living during the 1930s.</p> <p>Candidates' own knowledge of the New Deal's economic record between 1933 and 1941 should be added to the source material and might include: reform of the banking and financial system (e.g. 1933 Emergency Banking Act); the record of the 'alphabet agencies', e.g. the CCC, FERA, PWA, NRA; the impact of the New Deal on key sectors of the economy (e.g. industry and agriculture); the New Deal record on unemployment - 7 million in 1937 rising to 10 million in 1938; candidates may also wish to discuss the relative economic importance of rearmament and wartime demand (1939-41).</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements. At Level 3 a clear conclusion about the economic record of the New Deal will be offered and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the extent to which the New Deal achieved/failed to achieve its economic objectives. At Level 5, candidates will present a reasoned judgement about how far the New Deal failed to achieve its economic objectives. Here the response will be informed by precisely selected evidence from both sources and own knowledge.</p>	40

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