

# Mark Scheme (Results)

## Summer 2010

GCE

GCE History 6HI03/C

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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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 1: 3-4 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 1: 5-6 marks</b> 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><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 2: 9-10 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 2: 11-12 marks</b> 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><b>Low Level 3: 13-14 marks</b> 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><b>Mid Level 3: 15-16 marks</b> 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><b>High Level 3: 17-18 marks</b> 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><b>Low Level 4: 19-20 marks</b> 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><b>Mid Level 4: 21-22 marks</b> 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><b>High Level 4: 23-24 marks</b> 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><b>Low Level 5: 25-26 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 27-28 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 29-30 marks</b> 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><b>Low Level 1: 1 mark</b> 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><b>Mid Level 1: 2 marks</b> 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><b>High Level 1: 3 marks</b> 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><b>Low Level 2: 4 marks</b> 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><b>Mid Level 2: 5 marks</b> 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><b>High Level 2: 6 marks</b> 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><b>Low Level 3: 7 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 3: 8-9 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 3: 10 marks</b> 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><b>Low Level 4: 11 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 4: 12 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 4: 13 marks</b> 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><b>Low Level 5: 14 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>and</b> the quality of written communication does not conform.</p> <p><b>Mid Level 5: 15 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth <b>or</b> the quality of written communication does not conform.</p> <p><b>High Level 5: 16 marks</b> The qualities of Level 5 are securely displayed.</p>
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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><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> 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><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-9 marks</b> 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><b>Low Level 3: 10-11 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 12-14 marks</b> 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><b>Low Level 4: 15-16 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 17-19 marks</b> 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><b>Low Level 5: 20-21 marks</b> The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 5: 22-24 marks</b> 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%

## Section A

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

Question Number	Indicative content	Mark
1	<p>Candidates should have knowledge of the debate about the impact slavery had on the economy of the Southern states in the period 1820-60. Stated economic benefits might include: slaveholding enabled Southern planters to increase cotton acreages and so raise profits; rising slave prices (which nearly doubled in the 1850s) indicated that slaves were a good investment; slavery was an efficient and cost-effective form of economic organisation - between 1840 and 1860 the rate of increase in per capita income in the South exceeded the rate of increase for the rest of the USA, chiefly due to cotton; a more controversial point is the claim that Southern slave agriculture was 35% more efficient than small-scale family farming in the North; slave labour was also used successfully in Southern industry e.g. Tredegar Iron Works in Richmond and in salt/coal mining. Candidates should also have knowledge of the economic disadvantages such as: slavery lowered the status of manual work among Southern whites and did not properly tap the potential skills of the labour force; the majority of Southerners were not slaveholders and did not gain any economic benefits as their wages were depressed due to slave competition; slavery was not compatible with an urbanised, industrial society and so acted as an obstacle to industrialisation and encouraged dependence on staple crop agriculture, particularly cotton; many great planters were not efficient and did not adopt a hardnosed business approach which may have retarded Southern economic growth. At Levels 1 and 2 simple or more developed statements on slavery in the South will provide either only implicit reference to economic benefits and/or disadvantages or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis relating to the benefits and disadvantages of slavery to the Southern economy but the detail may be hazy in places or the answer chronologically or thematically skewed. At Level 4, there will be sustained analysis of slavery in the Southern states with some attempt to reach a reasoned judgement on 'how far' it provided economic benefits. At Level 5, 'how far' the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed and well selected information will be used to offer a sustained evaluation of the quotation in which the criteria for economic benefits and disadvantages are explicitly explored.</p>	30

Question Number	Indicative content	Mark
2	<p>The question requires an assessment of the effectiveness of the civil rights measures introduced during the Reconstruction period (1865-77). Candidates should know about both the extent to which these measures granted civil rights and the extent to which these measures were effective in practice. Candidates may refer to: the Freedman’s Bureau Act (1866) and the creation of higher education institutions (e.g. Howard and Fisk Universities in 1866-67); the Civil Rights Acts of 1866 and 1875; the Thirteenth, Fourteenth and Fifteenth Amendments which became law between 1865 and 1870; the Enforcement Acts of 1870, 1871 and 1872. The success/failure of these initiatives can be assessed in a variety of ways including: literacy rates and educational opportunities among ex-slaves; the extent of political representation for African-Americans; the reuniting of African-American families; the level of white discrimination and violence against African-Americans during Reconstruction e.g. KKK; employment opportunities for ex-slaves and the emergence of the civil rights movement. At Levels 1 and 2 candidates offer simple or more developed statements about the civil rights measures with either only implicit reference to success/failure or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis relating to ‘significantly improved’ 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 successes and failures of the civil rights measures with some attempt to reach a reasoned judgement on ‘how far’ they significantly improved the position of African-Americans. 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 in which the criteria for ‘significantly improved’ are explicitly explained.</p>	30

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

Question Number	Indicative content	Mark
3	<p>Candidates should have knowledge of how the impact of the First World War contributed to the restrictions placed on immigration into the USA between 1917 and 1929 (e.g. fears over the loyalty of new immigrants from Germany and Austria-Hungary during the First World War; growing concern that socialist and communist ideas would spread to the USA prompted by the 1917 Bolshevik Revolution in Russia). The question also requires candidates to consider other reasons for abandoning the 'Open Door' policy such as the Red Scare (1919-20) and the bitter industrial disputes of the early 1920s; WASP fears that immediately after the First World War the USA would be 'swamped' by immigrants from southern and eastern Europe; the influence of 'scientific racists' (e.g. Madison Grant), eugenics, and the KKK; anti-immigrant attitudes fuelled by the Sacco and Vanzetti case (1920-27). Candidates should link these reasons to the measures introduced such as the 1917 Immigration Act, the Emergency Immigration Act (1921), the Johnson-Reed Immigration Act (1924) and the National Origins Act (1929). At Levels 1 and 2 simple or more developed statements will provide either only implicit argument or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to why immigration was restricted 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 reasons for the limitations placed on immigration with some attempt to reach a reasoned judgement on 'to what extent'. At Level 5, 'to what extent' 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>This question requires candidates to assess the impact of McCarthyism on US society between 1950 and 1954. Candidates might make reference to key developments which fostered the growth of anti-communism in the late 1940s and provided fertile ground for McCarthy's campaign from 1950 including: the passing of the National Security Act (1947) and the introduction of Federal Loyalty Boards under Executive Order 9835 (1947); anti-subversion laws passed by individual states; growing fear of communism in USA due to Cold War developments (e.g. Truman Doctrine (1947), Marshall Plan (1947), Soviet atom bomb (1949), fall of China (1949), start of Korean War (1950), USA-Soviet race to develop hydrogen bomb); the case of 'Dennis versus the United States' (1948); the McCarran Internal Security Act (1950); the role of the House Un-American Activities Committee. Candidates should have knowledge of the anti-communist campaign of Senator Joseph McCarthy, 1950-54, and may include: attacks on government departments and the Democratic Party; manipulation of the media; apparent credibility due to high profile cases e.g. Hiss and Rosenbergs; support from powerful interest groups e.g. defence contractors etc. The impact of McCarthyism can be assessed in a variety of ways including: the results of key measures e.g. 3,000 federal employees forced to resign and 300 sacked under Executive Order 9835 but no actual subversion uncovered; the spread of state anti-subversion laws - 39 by 1952; hundreds lost their jobs due to blacklists or for being called before the HUAC; the role of high profile HUAC investigations (e.g. into the Hollywood film industry, 1947-51) in heightening anti-communism; the Hiss and Rosenberg cases led to further restrictive laws; the corrosive effect of McCarthyism (stoked by both Republicans and Democrats) on US society and its appeal to certain groups e.g. Catholics and Poles; press criticism of McCarthy and the Tydings Committee's rejection (1950) of his accusations; McCarthy's loss of credibility and influence over increasingly extravagant claims by 1954. At Levels 1 and 2 candidates offer simple or more developed statements on McCarthyism between 1950 and 1954 with either only implicit reference to its impact or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to the impact of McCarthyism on US society but the detail may be undeveloped in parts and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis about the impact of McCarthyism with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' there was a 'limited impact' will be central to a candidate's answer. At this Level, the response 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 inevitability. It maintains that Lincoln's election to the Presidency was regarded by seven Southern states as a threat to the continued existence of slavery and prompted their decision to secede from the Union. Similarly Source 2 indicates that secessionists took Lincoln's election as a 'green light' but argues that there were several strong reasons why the Southern states should have remained within the Union (Lincoln offered no immediate threat to slavery, presidential power was constitutionally constrained and secession ran the risk of a damaging civil war which could indeed destroy slavery). Source 3 rejects the idea that Lincoln's election led inevitably to the Southern secession because the latter was a staggered process and in the period up to April 1861 there were serious attempts at compromise. 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). 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 reasons for the Southern secession 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 Lincoln's election made the Southern secession inevitable. At Level 5, candidates will present a reasoned judgement about the inevitability of secession once Lincoln was elected. 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 military leadership was an important factor in explaining the North's victory in the Civil War. In particular, it points out some of Grant and Sherman's strengths and highlights the limitations of several Confederate generals operating in the west. Candidates are likely to use their own knowledge to exemplify and develop these statements about the quality of military leadership on both sides of the conflict. In contrast, Source 5 focuses on the weaknesses of the South's political structure and the problems associated with Jefferson Davis' political leadership. Source 6 maintains that it was the Union's significant material advantages (e.g. larger population, more industry) that secured victory and not its military performance. Candidates' own knowledge of other reasons for the North's victory in the Civil War should be added to the sources and may include: the role of Abraham Lincoln's political leadership; on balance, the North had more effective ministers; the Northern economy was better managed and finance more easily raised in the North; states' rights and the fear of provoking internal dissent adversely affected the Confederate war effort etc. 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 military leadership 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 the North's superior military leadership 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 outlines the argument that international debts and reparations stemming from the First World War, coupled with increasing use of tariffs and import quotas, contributed to growing economic instability in the USA in 1929. Source 8 offers a different perspective by focusing on the long-term problems of the US economy, particularly the failure of purchasing power to keep up with rising productivity and the weaknesses revealed by the Wall Street Crash. Source 9 stresses that the pro-business, laissez faire policies pursued by the Coolidge administration failed to address the economic problems that led to the Great Depression. Candidates' own knowledge of developments leading to the onset of the Great Depression should be added to the evidence of the sources and may include: the Wall Street Crash and the contribution of speculation in shares and land to US economic instability in the 1920s; underconsumption and overproduction linked to the maldistribution of wealth in US society; Republican economic policies in the 1920s - low taxes, little regulation of business, failure to aid farming, low capital gains tax; weakness of the US banking system etc. 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 why the Great Depression affected the USA in 1929 and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the relative importance of increasing restrictions on international trade and other factors (e.g. underconsumption and over production, Republican economic policies) on the basis of confident use of the presented sources and good understanding of the issues under debate. At Level 5, candidates will offer a sustained evaluation of the relative importance of key factors with some concentration on increasing restrictions on international trade, using precisely selected evidence from both sources and own knowledge.</p>	40

Question Number	Indicative content	Mark
8	<p>Source 10 suggests that the New Deal failed to generate economic prosperity. The latter only returned as the USA began to develop a war economy through rearmament and in response to the outbreak of hostilities in Europe. Source 11 offers a slightly different interpretation, viewing the New Deal as a 'holding operation' which enabled the USA to survive the Depression years and so be in a position to take advantage of the economic opportunities offered by the Second World War. In contrast, Source 12 maintains that the New Deal did bring important benefits in the period up to 1941, including greater economic protection and security for US citizens. Candidates' own knowledge of the economic impact of the New Deal, rearmament and the outbreak of the Second World War should be added to the evidence of the sources and will be integrated into that evidence in support of a sustained argument at Levels 4/5. Candidates are likely to know about and might include: New Deal measures that improved economic conditions for certain groups (e.g. farmers through the Agricultural Adjustment Acts of 1933 and 1938 and rural electrification) but not for others (e.g. women); the less than successful New Deal record on unemployment - 7 million in 1937 rising to 10 million in 1938; the establishment of an American 'welfare state' through the Wagner, Revenue and Social Security Acts (1935); the move towards full employment stimulated by rearmament and the start of war in Europe; the economic benefits of supplying arms to Britain and France from 1939; the impact of the Lend-Lease programme (1941) on US economic growth. The focus of good answers should be on these two different interpretations of US economic recovery after the Great Depression. 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 on why the US economy recovered will be reached and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the relative importance of New Deal initiatives and rearmament/outbreak of war on the basis of confident use of the presented sources and good understanding of the issues under debate. At Level 5, candidates will offer a sustained discussion of the relative importance of both factors on the basis of reasoned judgements informed by precisely selected evidence from both sources and own knowledge.</p>	40



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