



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2017

HISTORY - UNIT 3  
BREADTH STUDY 8

THE AMERICAN CENTURY, c. 1890-1900

1100UH0-1

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

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

**Marking guidance for examiners**

**Summary of assessment objectives for Unit 3**

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

**The structure of the mark scheme**

The mark scheme for Unit 3 has two parts:

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

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

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

**Organisation and communication**

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

## INDICATIVE CONTENT FOR QUESTION 1

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

### **To what extent was American foreign policy mainly influenced by imperialism in the period 1890-1929?**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question - in this case whether American foreign policy was mainly influenced by imperialism in the period 1890-1929. They will consider a range of key concepts such as causation, consequences, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which American foreign policy was mainly influenced by imperialism in the period 1890-1929. In order to reach a substantiated judgement about this issue, candidates may argue that American foreign policy was indeed dominated by imperialism. The response might support this proposition by considering issues such as:

- the concept of Manifest Destiny remained very strong in 1890
- the acquisition of the Philippines by 1902 was an act of imperialism
- intervention in Latin America in the 1900s
- imperialism and the Panama Canal Zone of 1904
- the expansion of the navy and the White Fleet global cruise of 1907-1909
- American imperialism and dollar diplomacy
- the Mexican war of 1916 and the American policy of intervention

Candidates might consider challenging the proposition in the question by arguing that there were other significant influences on American foreign policy 1890-1929. The response might consider issues such as:

- support for Cuban independence in the Spanish-American war 1898 was hardly an imperialist policy
- Wilson's opposition to the Republican record on foreign policy
- Wilson's 14 points
- Wilson and the Paris Peace Conference showed a more global attitude
- the Washington Naval Treaty and disarmament
- American attitudes to reparations in 1920s
- the Kellogg-Briand Pact of 1928 showed that American foreign policy was becoming more isolationist
- rejection of the League of Nations
- the obvious growth of isolationism by the end of the period

Overall candidates will offer a debate and come to a substantial judgement regarding the extent to which American foreign policy was mainly influenced by imperialism in the period 1890-1929.

## 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.*

### **How successfully did American presidents meet the challenge of the Cold War in the period 1945-1975?**

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 of success of American presidents in meeting the challenge of the Cold War 1945-1975. 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 American foreign policy and the Cold War. In order to reach a substantiated judgement about this issue, candidates may argue that American presidents successfully met the challenge of the Cold War 1945-1975. The response might support this proposition by considering issues such as:

- the success of the Truman doctrine and the Marshall plan in the 1940s
- America's role in breaking the Berlin Blockade in 1948
- the US and the formation of NATO
- partial success in the Korean War in the 1950s
- Eisenhower's management of the arms race in the 1950s
- the Formosa, Quemoy and Matsu problems
- Kennedy and his success in Laos
- Kennedy's role in the Cuban Missile Crisis of 1962
- Nixon and his ping-pong diplomacy with China in the early 1970s
- success of SALT agreements and talks in the 1970s under Nixon and Carter

Candidates might consider challenging the proposition in the question by arguing that American presidents experienced failures and frustrations as well as successes in meeting the challenge of the Cold War in this period. The response might consider issues such as:

- general failure to stop the spread of communism in Asia
- disillusionment with the Korean war and its outcome
- the problem of intervention in Hungary in 1956
- the Bay of Pigs disaster under Kennedy
- the Berlin Wall and the response of the Kennedy administration
- growing escalation in Vietnam before 1964 and presidential response
- the Vietnam and Cambodia debacle under Johnson and Nixon

Overall candidates will offer a debate and come to a substantiated judgement regarding the success of American presidents in meeting the challenge of the Cold War in the period 1945-1975.

### INDICATIVE CONTENT FOR QUESTION 3 (COMPULSORY)

*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 the experience of the Second World War was the most significant turning point in the achievement of civil rights for African Americans in the period 1890-1990?**

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 experience of the Second World War was the most significant turning point in the achievement 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 main turning points in the achievement 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 Second World War was the most significant turning point in achieving civil rights. The response might support this proposition by considering issues such as:

- a reappraisal of racism in the ideological struggle against Nazism
- one million African Americans in uniform and the public perception of this
- contribution to war effort and fairer employment regulations
- experience of segregation in the armed forces and its gradual breakdown by 1945
- experiences of African American soldiers in Europe
- how the war affected Truman's view on civil rights
- surge in NAACP membership during and post-war
- voter registration drive after 1945

Candidates might consider challenging the proposition in the question by arguing that there were other significant turning points in achieving civil rights across the period. The response might consider possible turning points such as:

- the Jim Crow laws and the implementation of segregation
- the impact of individuals like Booker T Washington, W E B Dubois and Martin Luther King
- the impact of northward migration by African Americans into the cities from the 1900s
- the impact of the First World War and the New Deal on race relations
- the impact of Supreme Court decisions on racial issues
- incidents in the peaceful protest movement - the Montgomery bus boycott and the Freedom Riders
- the policies of the Kennedy and Johnson administrations including the Civil Rights Act of 1964
- the campaigns of the 1960s and the impact on public opinion
- Black Power and the radicalization of civil rights

Overall candidates will offer a debate and come to a substantiated judgement regarding the significance of the Second World War as a turning point in the development of civil rights for African Americans 1890-1990.

## ASSESSMENT GRID FOR ALL QUESTIONS ON UNIT 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.*

<b>Band 6 CHARACTERISTICS</b>		<i>The response is specifically focused on discussing the key concept in the question set; it demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme; it provides a substantiated, sustained and integrated judgement covering the whole or nearly all of the set period</i>
B6H	30	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides a fully evaluative and lucid essay with a fully convincing substantiated judgement covering the whole of the set period.
B6M	28	The response fully engages with the exact key concept in the question set and discusses the fuller range of features and characteristics associated with the relevant theme; the response provides an evaluative and lucid essay with a substantiated judgement covering nearly all of the set period.
B6L	26	The response begins to show some characteristics of Band 6

<b>Band 5 CHARACTERISTICS</b>		<i>The response is mainly focussed on debating the key concept in the question set, it demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a supported, balanced and appropriate judgement covering the greater part of the set period</i>
B5H	25	The response clearly engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout the essay; the response provides an evaluative and well written essay with a balanced and appropriate judgement covering the greater part of the set period.
B5M	23	The response engages with the key concept in the question set and discusses a range of features and characteristics associated with the relevant theme throughout most of the essay; the response provides an evaluative and well written essay with a mostly balanced and appropriate judgement covering the greater part of the set period.
B5L	21	The response begins to show some characteristics of Band 5

<b>Band 4 CHARACTERISTICS</b>		<i>The response has some focus on the key concept in the question set, it demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme; it provides a generally supported and balanced judgement covering most of the set period.</i>
B4H	20	The response will be mainly focused on debating the key concept in the question set. There will be some meaningful discussion of how the main features and characteristics associated with the theme impacted on the key concept over most of the set period. There will be a balanced judgement, largely supported by the bulk of the essay, though some slight drift may be apparent.
B4M	18	The response begins to debate the key concept in the question set. There will be an attempt to discuss how certain features and characteristics associated with the theme related to the key concept over most of the period. There will be a balanced judgement but there may well be some drift. <i>[Note that a general discussion of a number of factors supported by a judgement with a series of mini judgements at the end of each paragraph can be credited here.]</i>
B4L	16	The response begins to show some characteristics of Band 4

<b>Band 3 CHARACTERISTICS</b>		<i>The response has some accurate and relevant knowledge of the main issues associated with the relevant theme; there may be some weak reference to the key concept in the question set but it is usually restricted to a “for and against” discussion with some patchy period coverage</i>
B3H	15	The response tends to focus on using a highly structured series of features and characteristics associated with the theme rather than attempting to address the key concept in the question set. There will be reasonable period coverage and the response will offer a judgement with some support, often by considering factors for and against - <i>[the yes / no – for and against – essay]</i>
B3M	13	The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme. There may be a weak focus and imbalanced judgement on the key concept in the question set.
B3L	11	The response begins to show some characteristics of Band 3



<b>Band 2 CHARACTERISTICS</b>		<i>The response is largely based on the general theme but is descriptive in tone with only very limited focus on discussing the key concept in the set question; period coverage will be narrow or lack chronology</i>
B2H	8	The response is a predominantly descriptive account of the features and characteristics associated with the theme. There may be a “tagged on” [ <i>throwaway / simplistic / bolt-on</i> ] judgement referring to the key concept in the set question which is not appropriately supported.
B2L	6	The response is limited to a descriptive account of the features and characteristics associated with the theme - basically narrative with no judgement attempted.

<b>Band 1 CHARACTERISTICS</b>		<i>The response is very limited, undeveloped, very brief or largely irrelevant.</i>
B1H	5	The response is very limited and undeveloped though there is some weak link to the associated theme.
B1L	3	The response is very brief and / or largely irrelevant.
	0	Use for incorrect answers