



GCE MARK SCHEME (New Specification - Wales only)

SUMMER 2018

HISTORY - UNIT 3
BREADTH STUDY 8

THE AMERICAN CENTURY, c. 1890-1900

1100UH0-1

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

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

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

UNIT 3
BREADTH STUDY 8
THE AMERICAN CENTURY 1890-1990

MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 3

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

The structure of the mark scheme

The mark scheme for Unit 3 has two parts:

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

Deciding on the mark awarded within a band

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

Organisation and communication

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

INDICATIVE CONTENT FOR QUESTION 1

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

'Migration from south to north was the most important development affecting the lives of African Americans in the period 1890-1929.' **Discuss.**

Candidates are expected to consider and debate the full range of issues that affected the key concept in the question – in this case whether migration from south to north was the most important development affecting the lives of African Americans in the period 1890-1929. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the extent to which migration from south to north was the most important development affecting the lives of African Americans in the period 1890-1929. In order to reach a substantiated judgement about this issue, candidates may argue that migration was the most important development in this period. The response might support this proposition by considering issues such as:

- It was the largest internal population movement in US history - 1.25 million African Americans moved to the North and West.
- War production and hatred of segregation were significant causes of migration.
- Cities such as Chicago, Detroit and Cleveland saw significant growth through migration.
- New racial and social problems spread into the North, including discrimination in work and housing.
- Comparison between the experience of Jim Crow/economic conditions in the south and wage economy in north.
- Migration led to rural depopulation in the South with serious economic effects.
- Cultural changes in the northern cities and the actual extent of integration.
- Effects of migration on political attitudes in major northern cities

Candidates might consider challenging the proposition in the question by arguing that there were other more important developments affecting the lives of African Americans in this period. The response might consider issues such as:

- The Jim Crow Laws in 1890s and the experience of segregation in the south.
- Changing economic and social conditions in the south by 1914.
- Supreme Court erosion of civil rights in 1890s.
- Urbanisation in the south and exclusion from industrial employment.
- Activism of the NAACP began to grow.
- Other effects of WWI on attitudes towards greater rights and representation.
- Revival of the KKK in the 1920s.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent to which migration from south to north was the most important development affecting the lives of African Americans 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 far do you agree that the work of President Johnson had the most significant influence upon the achievement of civil rights for African Americans in the period 1941-1968?

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 the influence of the work of President Johnson on the achievement of civil rights in the period 1941-1968. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the influence of the work of President Johnson on the achievement of civil rights in the period 1941-1968. In order to reach a substantiated judgement about this issue, candidates may argue that Johnson did have a huge influence upon the achievement of civil rights. The response might support this proposition by considering issues such as:

- Johnson's early career and his success in the Senate with the 1957 Civil Rights Act
- His genuine concern for minority groups throughout his career
- Johnson's skill in managing the Kennedy legacy after 1963
- His political skill in passing the Civil Rights Act 1964 and Voter Registration Act 1965
- The impact of the above legislation in theory and practice
- The impact of the Great Society programme
- There may be qualification of his significance with reference to racial violence after 1965 and the Watts riots in LA
- Also his failure to engage with civil rights leaders post 1966 and the impact of Vietnam.

Candidates might consider challenging the proposition in the question by arguing that there were other equally or more significant influences which helped achieve civil rights in this period. The response might consider issues such as:

- The impact of the Second World War on black Americans and their attitudes
- Truman and the executive order 1948
- Supreme Court activism in the 1950s
- Incidents such as those at Little Rock / Montgomery bus boycott
- The role of Martin Luther King and the civil rights movement
- Kennedy's slow but significant conversion to legislation and executive action on the issue
- Growth of radical activism in the 1960s

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent of the influence of the work of President Johnson on the achievement of civil rights in the period 1941-1968.

INDICATIVE CONTENT FOR QUESTION 3

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

To what extent was the Truman Doctrine the most significant turning point in the foreign policy of the USA 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 Truman Doctrine was the most significant turning point in the foreign policy of the USA 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 US foreign policy 1890-1990. In order to reach a substantiated judgement about this issue, candidates may argue that the Truman Doctrine was indeed the most significant turning point in the foreign policy of the USA in the period 1890-1990. The response might support this proposition by considering issues such as:

- Relations between US and USSR at the end of World War II.
- Developments in Greece and Turkey after 1945 and Britain's withdrawal of help.
- Truman's speech to Congress 12 March 1947 and the US commitment.
- How the Truman Doctrine showed explicit contrast between the west and east.
- The Truman Doctrine clearly hardened US attitudes to the USSR.
- The promise of aid to prevent the spread of communism.
- Links with Marshall Aid , Berlin and NATO.
- How the Truman Doctrine influenced the Korean War.
- Links with the continued development of the Cold War and US foreign policy until the 1970s.

Candidates might consider challenging the proposition in the question by arguing that there were other turning points in US foreign policy which can be evaluated and compared with the Truman Doctrine for their significance. The response might consider issues such as:

- The growth of American imperialism in the late nineteenth century.
- America's entry into WW1 and the impact upon peace treaties.
- Isolationism in the 1920s and 1930s and its effects on Europe.
- Entry into the Second World War in 1941.
- US failure to stop the spread of communism in Asia in the 1950s and 1960s.
- The response of the Kennedy administration to Cold War flashpoints in the 1960s.
- The Vietnam and Cambodia debacles.
- Nixon's visit to China in 1972 – 'ping-pong diplomacy'.
- The moves towards Détente in the 1970s.
- Reagan and the fall of communism in the 1980s.

Overall candidates will offer a debate and come to a substantiated judgement regarding the extent of the significance of the Truman Doctrine as a turning point in US foreign policy in the period 1890-1990.

GENERIC MARK SCHEME UNIT 3

THIS CAN BE USED WITH ALL QUESTIONS

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

The table below gives advice on which band, sub-band and marks should be given to certain types of answer.

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| Band 6 CHARACTERISTICS | | <i>The response is specifically focused on covering the whole or nearly all of the set period and debating the key concept in the question set and provides a substantiated, sustained and integrated judgement. It demonstrates accurate, relevant and precise knowledge of the key features and characteristics associated with the theme.</i> |
| B6H | 30 | The response engages with the exact key concept in the question set covering the whole of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides a fully analytical, evaluative and lucid essay with a fully convincing and substantiated judgement. |
| B6S | 27 | The response engages with the key concept in the question set covering nearly all of the set period. It discusses the fuller range of features and characteristics associated with the relevant theme. The response provides an analytical, evaluative and lucid essay with a convincing and substantiated judgement. |

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| Band 5 CHARACTERISTICS | | <i>The response is mainly focussed on covering the greater part of the set period and debating the key concept in the question set. It demonstrates mostly accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported, balanced and appropriate judgement.</i> |
| B5H | 25 | The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with a balanced and appropriate judgement. |
| B5S | 23 | The response engages with the key concept and is covering the greater part of the set period in the question set. It discusses a range of features and characteristics associated with the relevant theme. The response provides an evaluative and well written essay with an appropriate judgement |
| B5C | 21 | The response begins to show some characteristics of Band 5. <i>[This can be used for good conceptual responses which do not cover the greater part of the period, especially in Section B.]</i> |

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| Band 4 CHARACTERISTICS | | <i>The response attempts to cover most of the set period and debates discusses the key concept in the question set. It demonstrates some accurate and relevant knowledge of the key features and characteristics associated with the theme. It provides a supported judgement</i> |
| B4H | 20 | The response is mainly focused on covering most of the set period and there will be a meaningful discussion of how the main features and characteristics associated with the theme had an impact on the key concept. There will be a balanced judgement though some slight drift may be apparent. |
| B4S | 18 | The response begins to discuss the key concept and covers most of the period in the question set. There will be an attempt to outline features and characteristics associated with the theme. There may well be a series of mini judgements and some drift. |

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| Band 3 CHARACTERISTICS | | <i>The response has some patchy period coverage; there is some accurate and relevant knowledge of the main issues associated with the relevant theme.</i> |
| B3H | 15 | The response tends to focus on using a highly structured series of features and characteristics associated with the theme. The response will offer a judgement with some support, often by considering factors for and against. There will be some patchy period coverage |
| B3S | 13 | The response tends to be in the form of a generalised, listing of features and characteristics associated with the theme. |

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| Band 2 CHARACTERISTICS | | <i>The response is largely based on the general theme but is descriptive / narrative; period coverage will be narrow or lack chronology</i> |
| B2H | 8 | The response is a predominantly descriptive / narrative account of the features and characteristics associated with the theme. There will be a “tagged on” judgement. |
| B2S | 6 | The response is limited to a descriptive / narrative account of the features and characteristics associated with the theme, with no judgement attempted. |

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| Band 1 CHARACTERISTICS | | <i>The response is 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. |
| B1S | 3 | The response is very brief and / or largely irrelevant. |
| | 0 | Use for incorrect answers |