



General Certificate in Education

A2 History 6041

Alternative L Unit 4

Mark Scheme

2007 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:

Either

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

C: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

June 2007

Alternative L: The United States, 1877–1991

A2 Unit 4: Aspects of Domestic Issues in the USA, 1877–1989

Question 1

(a) Use **Sources A** and **B** and your own knowledge.

How fully do **Sources A** and **B** explain developments in the economic and cultural position of African Americans in the years 1920 to 1950? (10 marks)

Target: AO1.1, AO1.2, AO2

- | | | |
|-----|---|-------------|
| L1: | Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. | 1-2 |
| L2: | Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. | 3-5 |
| L3: | Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. | 6-8 |
| L4: | Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. | 9-10 |

Indicative content

Source A refers to the economic breakthrough of an ex-slave, George Washington Carver, which gave him respect and showed that it was possible for developments in economic position to take place. He was a black entrepreneur. It also explains how whites did not take notice of them. Source B refers to both economic position via union membership of previously white unions. However, it also refers to culture in terms of Jackie Robinson becoming the first African American to join the major league, which is clearly a major development. Films are mentioned and the changes away from stereotypes which is clearly a cultural development of some significance. These sources cover both cultural and economic developments of significance. Carver and Robinson are firsts. They are role models. Jackie Robinson was particularly well-known because of the popularity of Major League Baseball. Also there is information about the change to movie interpretations of African Americans. Hollywood had white people painted up as African Americans, e.g. Al Jolson and the happy go lucky stereotypes were seen in many movies, e.g. *Gone with the Wind*. However, both Source A and B only refer to two individuals. Clearly this is not fully representative of what happened in the period 1920 to 1950. These are important and prominent developments but there were other individuals working as well. One of the most important cultural developments was the Harlem Renaissance. Also the comment about the movie industry lacks proof, i.e. which films? The comment about Trade Unions does not tell us if the African Americans got the same treatment as whites. Other economic developments are not mentioned such as the desegregation of the Civil Service and later the armed forces which gave more job opportunities. Therefore, both sources contain information but can not be used to explain exactly what happened over the full period nor do they explain exactly how each economic and cultural development fared in practice.

- (b) Use **Sources A, B, C** and **D** and your own knowledge.

'It was the actions of African Americans, rather than those of white Americans, which led to the improvement of the social and political position of African Americans in the years 1877 to 1980.'

Assess the validity of this view.

(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and candidates' responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question.

Source A refers to the invisibility of African Americans, they had no social or political position and they were excluded from positions of power and influence. George Washington Carver certainly helps the status of African Americans. Source B refers to the American corporations which have put African Americans into jobs and so indicates less discrimination and skilled positions which indicate a rise in social position. White unions no longer discriminate and hence African Americans do get job rights and so this acceptance of African Americans indicates a willingness to work together. There is white co-operation and support for African Americans, e.g. Jackie Robinson is accepted into mainstream baseball. Hence white support some moves for social position. Jackie Robinson is a gifted baseball player who rises socially. Source C refers to the freedom riders who were both white and black working side by side to end

discrimination and so certainly supports the idea that both white and black made moves. Also, politically JFK and Robert were instrumental in political change. Source D refers to black riots and debates if these have helped the cause of the community. So this source makes it clear that not all the actions taken by blacks themselves have helped their positions.

In the early period there are instances of Booker T Washington working with Presidents to try to help African Americans. The Supreme Court was all white and worked against African Americans, e.g. Plessy v Ferguson until 1954. President Truman worked to end discrimination and segregation in 1947. Civil rights movement worked with white activists and Presidents Kennedy and Johnson to end discrimination. Also though working with the President fairer voting rights were achieved. African Americans used white Supreme Court cases to end discrimination. Nixon has to uphold civil rights. Bussing also was a benefit to many African Americans. The actions of Martin Luther King, Marcus Garvey, Malcolm X, and W E B Dubois (amongst others) have contributed to better social and political positions. African Americans working alone have had benefits through the development of a black voting bloc. Also black nationalists have raised awareness of continued discrimination and segregation in the later period. Yet it has been debatable what African American militant actions have really achieved. African American actions have undoubtedly helped themselves to achieve better social and political positions. However, it is debatable what could have been achieved without a change in attitude amongst white Americans or the help and support they were given by white American presidents or Supreme Court justices.

Section B

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 levels of response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources).

Target: AO1.1, AO1.2, AO2

L1: **Either**

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**

L2: **Either**

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 2

How far did President Johnson merely complete the work on poverty that Kennedy started? *(20 marks)*

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

A comparison is needed of the two presidents supported by explicit examples of the work they did. Poverty issues could encompass acts that helped ethnic minorities in poverty as well as whites. Also education policies are relevant because they were important to lifting people out of poverty into better jobs. Medical issues are also relevant for the very poor as are the development of food stamps. Candidates could put forward a strong argument that Kennedy had thought up some significant policies on poverty, especially since education was seen to be a key area for change. Also, Kennedy was keen to work on ending discrimination against African Americans by giving them jobs in the civil service and government. The Kennedy legacy has some powerful support. This is because it did influence the actions of LBJ in the post-assassination period. It was an opportunity to move quickly into a more pro-active governmental role. Kennedy certainly saw a changed role for the government because it is a move away from traditional Republican policies of less interference. Johnson did put into action some of Kennedy's plans but he also came up with policies in his own right because the 'War on Poverty' goes further than Kennedy especially in terms of Medicare and Medicaid. Johnson arguably was the mover of a very widespread action against poverty including various inner city programmes and a large increase in federal spending. Therefore, LBJ did not just follow the ideas of JFK; he went much further in trying to create a Great Society. However, the work of JFK did start off some policies which Johnson did complete in education and yet did not go as far as JFK in some areas of higher education. Also it is doubtful as to how far Johnson wanted to go on civil rights compared to JFK, so some candidates may argue that he was a reluctant reformer.

Question 3

How far do you agree with the view that Nixon achieved more success with his economic policies than the Presidents who followed him in the years to 1989? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Nixon took over from LBJ an economy that was suffering from inflation because of the spending of LBJ on the Great Society and Vietnam. Nixon began tax cuts in 1969 to try to stop inflation rising and there was a slowdown. His budget was a deficit one for 1971 but it was less than previous deficits and some subsequent ones. He turned first to Keynesian economics and then did a turnaround. Nixon tried to correct the nation's balance of payments deficit through devaluation and floating of the dollar. He also brought in a price freeze to correct inflation, i.e. wage and price controls; however, there was pressure to change these policies so little was achieved and stagflation resulted. Yet the USA avoided going into recession under Nixon and his policies bought the country time when the USA was beginning to face global economic problems, re oil and OPEC. Both Ford and Crater could not cope at all with the problems they faced and the USA went into recession in 1974 under Ford. The automobile industry was very hard hit. Ford created WIN. He cut federal spending but caused a recession and unemployment rose. Another recession occurred under Carter with inflation at 13%. He was a fiscal conservative. Yet he did try to encourage the home production of oil. President Reagan took over in 1980 when the USA was gripped in a recession. The situation got worse until unemployment hit 8% in 1982. He implemented budget cuts and tax cuts. Reaganomics became the main economic policy. In comparison with regards to unemployment rates under Nixon of 3.0%, 5.3% and 6%, Nixon's office was more successful. Interest rates were much higher as well under Reagan. But then Reagan turned the corner in 1984 and inflation and unemployment begin to fall. Trickle-down did help the very rich. The budget deficit did drop in 1987 but only for one year and this was much higher than Nixon had allowed it to reach. Yet Reagan had some success with the Tax Reform Act of 1986 which lowered taxes. Therefore Nixon was very slightly more successful but the severity of the task had grown over the 1970s and early 1980s. Candidates could argue for Reagan's economic recovery because Reagan did help the better off rather than the less well off with his economic policies. Yet there was a recession, which had not happened under Nixon.

Question 4

To what extent did the Federal Government change its health policies more than its education policies in the years 1981 to 1989? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

In 1981 Reagan pledged to cut income tax. Reagan when he came into office initiated cuts to federal spending which hit federal health policies in particular. He was also a traditional Republican and believed in less federal interference and more responsibility for individual states. At the beginning of his time in office there was still a hangover from the Democrat spending on education and health. Reagan quickly announced that he would halt the expansion of social and health programmes, although he said he would keep a safety net for the truly needy. He reneged on this promise. He put cuts through Congress on food stamps, Medicare and Medicaid, federal pensions. Health problems rose for the very poor as AIDS became rampant in the inner cities. The Federal Government had abandoned much of its commitment to federal health care which had previously existed. Drug problems grew and without federal money the future looked bleak. By 1985 state mental hospitals had declined with the argument put forward that local ones would fill the needs of the mentally ill but these never materialised. Troubled people ended up on the streets especially in inner cities. Therefore, change was severe.

Federal policies with regards to education were less severe and changed less. Elementary and High Schools continued with both funding from federal programmes and state/local funding. Tax exemptions were given to some schools, particularly fundamentalist Christian schools. The federal government no longer supported quotas to help African Americans get into higher education and in 1989 allowed white people to sue over Affirmative Action cases. Also teachers saw their salaries rise. The department of education funded research into declining standards which was worrying some people i.e. grade inflation. However, there were cuts to school meals. Therefore the role changed significantly with regards to federal health policies, but less so with education.