



General Certificate in Education

A2 History 6041

Alternative L Unit 4

Mark Scheme

2008 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 2008

Alternative L: The United States, 1877–1991

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

Question 1

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

How fully do these extracts explain the different methods of African American organisations in the development of Civil Rights in the years 1905 to 1970? (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 B refers to the NAACP and to the Niagara Movement the forerunner of the NAACP and they were considered quite radical at the time. These employed lawful methods.

Source D refers to the Black Panthers and their efforts in the ghetto but their methods were considered harmful in the development of Civil Rights because of their radical nature and the government viewed them with alarm. On the other hand the source hints at their influence but does not state exactly what it is.

Candidates will need to put them into context. The NAACP was a step forward because African Americans now worked together and were much more militant than they had been at the end of the nineteenth century. Various court cases were fought in this early period. The Black Panthers were an extreme organisation encompassing violent methods and they came about as a result of frustration with the slow pace of Civil Rights.

These sources are limited in sufficiency because they deal with only 3 organisations and there are far more organisations such as SCLC CORE of a less radical nature. Also, the content is limited in timescale and the amount of information they contain.

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

‘African American individuals, rather than the Federal Government, did more to help develop the social and economic position of blacks 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 mentions the role of Booker T Washington in getting a better economic and social position through hard work and education.

Source B refers to the part played by W E B Dubois as the leader of the Niagara Movement which had a more militant philosophy who demanded action. It hints at the federal Government acting through the legal system.

Source C refers to Philip A Randolph and the work he did to try to eliminate racism and segregation in the pursuit of both civil and economic rights. It also refers to the pressure placed on the President and the Federal Government into making concessions during the 1940s.

Source D refers to the roles of Huey Newton and Bobby Seale who founded the Black Panthers and took an extreme position yet did help the very poor in the ghettos. It also refers to the inaction of the Federal Government.

The sources can be supported with more detail on these individuals. Also other individuals can be mentioned such as Rosa Parks, Martin Luther King, Thurgood Marshall, Marcus Garvey, Malcolm X.

Comparisons can be made with the limited actions and the retrograde steps at the end of the nineteenth century of the Federal Government until the 1940s and the desegregation of the armed forces and civil service. The role of the Supreme Court in the 1950s with Brown and Brown II. The role of the Presidents such as Roosevelt, Truman, Eisenhower, Kennedy, Johnson and Nixon in developing policies that ended discrimination and encouraged African Americans to rise in society through better education. Programmes that tackled poverty such as the New Frontier, Great Society were all relevant. Bussing and affirmative action which relate to the end of the period should also come in to the equation.

Ultimately African American leaders did exert pressure on the various governments. However, only the Federal Government had the real power to make a difference over the whole of the USA. Many of the actions of individuals did not cover the whole country, e.g. Huey Newton.

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

'Poor relations with Congress seriously damaged both President Kennedy's and President Johnson's social programmes.'

Assess the validity of this view.

(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

Kennedy tried to get his social programme, the New Frontier, through Congress. He wanted to lower business taxes but Democratic Representatives and the business community were suspicious of the economic programme. However, he decreased unemployment and doubled the rate of economic growth and held inflation at 1.3%. Also, he worked on environmental pollution. New Frontier was an ambitious programme. He wanted to end racial discrimination, give federal aid to education and medical care to the elderly. However, he faced a conservative coalition in Congress and they did stop some of his policies and arguably damaged them. He was seen as publicity hungry, young, catholic, etc. He failed to get his tax cut through; aid to education was defeated, as were his other New Frontier programmes. He tried to appease Congress and the Southerners by not pushing on Civil Rights. He appointed 5 segregationists to the federal bench in the Deep South. Kennedy got through a third of the legislation he wanted. So he had mixed success and certainly his policies were affected but just before his death he was making more progress. Some candidates may argue that it was his brother that was the most ambitious for social reform. Also foreign policy did impact on his time so he was not fully focused on his social programme.

Johnson tried to get the Great Society through Congress. Johnson had a better relationship with Congress for a number of reasons and little damage was done to his policies. He had been a major leader in the Senate. He possessed a lot of experience and political know how. He was prepared to use any method of persuasion possible. He was a Southerner, which helped him with the particular problems of the South. He could compromise and was prepared to work with people of divergent views. He believed in strong presidential leadership. He was not a catholic. Johnson was also able to use the death of Kennedy to get his Great Society through Congress. He used consensus politics. Having a Democrat majority in both the House and the Senate helped him. He did not succeed on everything though. 25% of bills failed to

make it through. Details will be needed on Medicare/Medicaid, education bills which all helped to make up his social programme. However, there was a change in his relationship with Congress, towards the end of his tenure as Vietnam became very costly. The first two years were the most successful for Johnson and this was when he had an excellent relationship with Congress. However, it is arguable as to what extent, and as to the amount of help he had from the death of Kennedy. Also his policies did change to accommodate Congress especially towards the end of 1968. Damage was less than with Kennedy but he was still not immune to having his policies curtailed. Money became the key issue rather than just poor relations.

Question 3

Assess the extent to which President Nixon was unable to achieve his objectives in economic and social policies because of his relationship with Congress? (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

Throughout the period that Nixon was in office there was conflict with Congress because he was faced with a Democrat majority in both the House of Representatives and the Senate. Nixon took over an economy that was suffering from inflation because of the spending on the Great Society and the Vietnam War. Nixon wanted to stabilise the economy and cut down inflation. Nixon began tax cuts in 1969 but there was opposition because he was not continuing the work of Johnson. However there were some conservative Democrats especially in the South who were happy to see government trimmed. However, there was stagflation and Congress were not entirely happy with events and even Republicans were worried about the USA going into a recession.

Bussing continued, and there were policies aimed at helping the poor that meant more governmental influence which Nixon was not happy with, but he was forced into these more social policies in order to get through Congress requests for support on other issues such as the Vietnam War and cuts in other areas of spending. Nixon's objective was to cut down on government spending on social issues that he really was not interested in.

Social policies were not really limited because Nixon was not that interested in helping women etc. get rights. However, there were changes because of Nixon wanting to control the economy and avoid a full blown recession. Nixon often lied about events so the relationship with Congress was not open and honest and often acrimonious. Nixon had to walk a tightrope at times but he did this with the help of Republican business interests.

Question 4

'Democrat administrations did more than Republican ones to change the relationship between federal and state governments in the years 1961 to 1989.'

How far do you agree with this view?

(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

During Democratic administrations the remit of the Federal Government grew, such as with programmes like the New Frontier and the Great Society. This was because the Federal Government directly funded programmes in the inner city and elsewhere. This meant a growth of the Civil Service and so government became more directly responsible for a number of issues such as Medicare and Medicaid. This meant the state governments were bypassed and decreased in importance to centrally funded agencies.

However, under Republican administrations although there was a desire to devolve more to the states it was not always that simple. For example, under Nixon there was still a lot of Federal Government intervention in issues such as bussing.

Reagan was certainly against too much Federal intervention and cut back on funds and administration for various social policies. He wanted the Federal government to concentrate on other issues and keep government intervention to a minimum. So by 1989 states' governments became primarily responsible for aid programmes.

So both administrations changed the relationships. Generally, tensions increased under the Democrats and lessened under the Republicans but there were problems where states could not fund social programmes under either administration, such as in New York.