GCE A LEVEL MARKING SCHEME

SUMMER 2022

HISTORY - UNIT 3
BREADTH STUDY 8

THE AMERICAN CENTURY c. 1890–1990

1100UH0-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 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.

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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 focused on the ability to analyse, evaluate and reach substantiated judgements. In Theme 1, candidates choose one question from a choice of two. In Theme 2, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising which bands and marks should be given to responses which demonstrate the qualities needed in assessment objective 1.

- Advice on each specific question outlining indicative content that 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.

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. Third, 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.

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AO1: 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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	**26–30 marks**	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	**21–25 marks**	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	**16–20 marks**	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	**11–15 marks**	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	**6–10 marks**		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	**1–5 marks**		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

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Theme 1 *The struggle for Civil Rights c.1890–1990*

0 1 **"The Second World War led to the most significant advances in the struggle for civil rights in the US." Discuss with reference to the period from 1890 to 1990.**

Candidates will offer a supported analysis of the Second World War that measures its significance – in relation to other relevant issues – to advances in the struggle for civil rights in the US in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the Second World War led to significant changes in the struggle civil right during the specified period may include the following.

- The breakdown of barriers to racial equality during the Second World War, for example the Double V campaign, in employment, and executive order 8802.
- The stimulus given to the work of CORE and NAACP between 1941 and 1945.
- The persistence of racial hostility in industrial towns for example in Detroit in 1943, which provided the most spectacular evidence.
- The effect of the African American military experience and desegregation, as well as the GI Bill of Rights, and the defeat of racist ideology in Europe may all be mentioned.

Arguments that suggest that the Second World War was of lesser significance to the changes in the struggle civil right during the specified period may include the following.

- The effect of migration on the war industries of the North in the First World War was of considerable importance, as was the longer-term process of migration.
- The African American contribution to military and economic success in First World War inspired both hope and racial hostility.
- The impact of segregation and Jim Crow laws before 1917 was a major barrier to the achievement of civil rights.
- The impact of the New Deal was of some importance, although it was often symbolic rather than substantial.
- Supreme Court activism after 1953 and the achievement of the modern civil rights movement in the 1960s were arguably stronger influences.

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0 2 **Evaluate the impact of the Supreme Court on the struggle for civil rights for African Americans during the period from 1890 to 1990.**

Candidates will offer a supported appraisal of the Supreme Court that measures its impact – perhaps in relation to other relevant issues – on the struggle for civil rights for African Americans in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that the impact of the Supreme Court on the struggle for civil rights for African Americans was positive and/or substantial during the specified period may include the following.

- Decisions in the 1880s and 1890s undermined the Civil Rights Act 1875 and gave the green light to segregation in transport and education.
- Supreme Court activism in the 1950s: Brown and its considerable impact on the civil rights movement and federal government policy.
- Decisions on affirmative action for example the compromise decision in Bakke 1978 and on bussing in Milliken 1974, the first ruling in 20 years that did not approve desegregation.
- The impact of a more conservative bench in the 1980s slowed the pace of favourable rulings on civil rights.

Arguments that suggest that the impact of the Supreme Court on the struggle for civil rights for African Americans was less than positive and/or insubstantial during the specified period may include the following.

- The comparative impact of war and migration between 1890 and 1945 on the struggle for civil rights.
- The comparative impact of the New Deal in the 1930s on the struggle for civil rights.
- The achievements of the civil rights movement and other parts of federal government in the 1950s and 1960s, especially legislation, affirmative action and federal programmes.
- The pressures of radicalism (e.g. the Black Panther movement) and reaction against bussing and affirmative action were profound influences on the pace of change in the struggle for civil rights.

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Theme 2 *Making of a superpower c.1890–1990.*

0 3 **To what extent did isolationism influence US foreign policy between 1890 and 1990?**

Candidates will offer a supported appraisal US foreign policy measuring the influence of isolationism – in relation to other relevant issues – on that policy in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that isolationism had a substantial influence on US foreign policy during or across the specified period may include the following.

- The reaction against Woodrow Wilson's internationalism and the experience of the First World War emphasised the importance of isolationism.
- The importance of economic nationalism in the inter-war period asserted itself strongly.
- The impact of the Nye committee and the Neutrality Acts reflected public opinion.
- The brake on FDR's foreign policy between 1937 and 1941, and the response to fascism in Europe were significant influences.

Arguments that suggest that isolationism had a lesser influence on US foreign policy during or across the specified period may include the following.

- The development of Manifest Destiny and American imperialism before 1914 were major factors in driving policy.
- US involvement in reparations and disarmament plans in the 1920s refutes the argument that isolationism was prevailing.
- Commitment to military alliance and the concept of the United Nations in the Second World War directly contradicted isolationism and asserted internationalism again.
- The repudiation of isolationism in the Truman Doctrine and NATO affected foreign policy for 40 years afterwards, as did the policy of détente.

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0 4 **"The most significant changes in US foreign policy occurred during the Reagan and Bush presidencies." Discuss with reference to the period from 1890 to 1990.**

Candidates will offer a supported analysis of the changes in US foreign policy that occurred during the Reagan and Bush presidencies, measuring their significance – in relation to other changes in US foreign policy – in the context of the specified period. They will consider a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that most significant changes in US foreign policy between 1890 and 1990 occurred during the Reagan and Bush presidencies may include the following.

- The debate about the significance of the Reagan Doctrine and its impact on foreign policy is central to the theme.
- The achievements of the Geneva and Reykjavik summits in 1985 and 1986 marked a significant turning point.
- The importance of the expansion of US military power in the 1980s is often cited as key to developments in the USSR.
- Reagan and Schultz's flexibility in negotiation provided room for a successful settlement.
- The collapse of communism and the unipolar moment confirmed the significance of the decade.

Arguments that suggest that most significant changes in US foreign policy between 1890 and 1990 occurred outside of the Reagan and Bush presidencies may include the following.

- The development of Manifest Destiny and American imperialism before 1914 are often given as prevailing themes in US policy
- The US contribution to allied victory in the First and Second World Wars had profound significance for its emergence as a superpower.
- The significance of the Truman Doctrine and its impact on policy for the next 40 years was enormous.
- Resolution of the Cuban missile crisis 1962, the rapprochement with China and the policy of détente in the 1970s are alternative changes of major significance.

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