

Mark Scheme (Results)

Summer 2013

GCE History (6HI03)

Option C

The United States: Challenged and
Transformed

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

Unit 3: Generic Level Descriptors

Section A

Target: AO1a and AO1b (13%) (30 marks)

The essay questions in Part (a) will have an analytical focus, requiring candidates to reach a substantiated judgement on a historical issue or problem.

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce a series of statements, some of which may be simplified. The statements will be supported by factual material which has some accuracy and relevance although not directed at the focus of the question. The material will be mostly generalised.</p> <p>The writing may have some coherence and it will be generally comprehensible, but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1-2 marks</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 3-4 marks</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 5-6 marks</p> <p>The qualities of Level 1 are securely displayed.</p>
2	7-12	<p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material. There will be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p> <p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p>

		<p>Low Level 2: 7-8 marks</p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 9-10 marks</p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 11-12 marks</p> <p>The qualities of Level 2 are securely displayed.</p>
3	13-18	<p>Candidates' answers will be broadly analytical and will show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Factual material will be accurate, but it may not consistently display depth and/or relevance.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 13-14 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 15-16 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 17-18 marks</p> <p>The qualities of Level 3 are securely displayed.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it, with some evaluation of argument. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce a convincing and cogent</p>

		<p>essay will be mostly in place.</p> <p>Low Level 4: 19-20 marks</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 21-22 marks</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 23-24 marks</p> <p>The qualities of Level 4 are securely displayed.</p>
5	25-30	<p>Candidates offer a sustained analysis which directly addresses the focus of the question. They demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 25-26 marks</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 27-28 marks</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 5: 29-30 marks</p> <p>The qualities of Level 5 are securely displayed.</p>

NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

Section B

Target: AO1a and AO1b (7% - 16 marks) AO2b (10% - 24 marks) (40 marks)

Candidates will be provided with two or three secondary sources totalling about 350-400 words. The question will require candidates to compare the provided source material in the process of exploring an issue of historical debate and reaching substantiated judgements in the light of their own knowledge and understanding of the issues of interpretation and controversy. Students must attempt the controversy question that is embedded within the period context.

AO1a and AO1b (16 marks)

Level	Mark	Descriptor
1	1-3	<p>Candidates will produce a series of statements, some of which may be simplified, on the basis of factual material which has some accuracy and relevance although not directed at the focus of the question. Links with the presented source material will be implicit at best. The factual material will be mostly generalised and there will be few, if any, links between the statements.</p> <p>The writing may have some coherence and it will be generally comprehensible but passages will lack clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 1: 1 mark</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 1: 2 marks</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 1: 3 marks</p> <p>The qualities of Level 1 are securely displayed.</p>
2	4-6	<p>Candidates will produce statements deriving from their own knowledge and may attempt to link this with the presented source material. Knowledge will have some accuracy and relevance. There may be some analysis, but focus on the analytical demand of the question will be largely implicit. Candidates will attempt to make links between the statements and the material is unlikely to be developed very far.</p>

		<p>The writing will show elements of coherence but there are likely to be passages which lack clarity and/or proper organisation. The range of skills needed to produce a convincing essay is likely to be limited. Frequent syntactical and/or spelling errors are likely to be present.</p> <p>Low Level 2: 4 marks</p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 2: 5 marks</p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 2: 6 marks</p> <p>The qualities of Level 2 are securely displayed.</p>
3	7-10	<p>Candidates attempt a broadly analytical response from their own knowledge, which offers some support for the presented source material. Knowledge will be generally accurate and relevant. The answer will show some understanding of the focus of the question but may include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus in places. Attempts at analysis will be supported by generally accurate factual material which will lack balance in places.</p> <p>The answer will show some degree of direction and control but these attributes will not normally be sustained throughout the answer. The candidate will demonstrate some of the skills needed to produce a convincing essay, but there may be passages which show deficiencies in organisation. The answer is likely to include some syntactical and/or spelling errors.</p> <p>Low Level 3: 7 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 3: 8-9 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 3: 10 marks</p> <p>The qualities of Level 3 are securely displayed.</p>
4	11-13	<p>Candidates offer an analytical response from their own knowledge which supports analysis of presented source material and which attempts integration with it. Knowledge will be generally well-selected and accurate</p>

		<p>and will have some range and depth. The selected material will address the focus of the question and show some understanding of the key issues contained in it with some evaluation of argument and - as appropriate - interpretation. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked although the selection of material may lack balance in places.</p> <p>The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing and cogent essay will be mostly in place.</p> <p>Low Level 4: 11 marks</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 4: 12 marks</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth or the quality of written communication does not conform.</p> <p>High Level 4: 13 marks</p> <p>The qualities of Level 4 are securely displayed.</p>
5	14-16	<p>Candidates offer a sustained analysis from their own knowledge which both supports, and is integrated with, analysis of the presented source material. Knowledge will be well-selected, accurate and of appropriate range and depth. The selected material directly addresses the focus of the question. Candidates demonstrate explicit understanding of the key issues raised by the question, evaluating arguments and - as appropriate - interpretations. The analysis will be supported by an appropriate range and depth of accurate and well-selected factual material.</p> <p>The answer will be cogent and lucid in exposition. Occasional syntactical and/or spelling errors may be found but they will not impede coherent deployment of the material and argument. Overall, the answer will show mastery of essay-writing skills.</p> <p>Low Level 5: 14 marks</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth and the quality of written communication does not conform.</p> <p>Mid Level 5: 15 marks</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its</p>

		range/depth or the quality of written communication does not conform. High Level 5: 16 marks The qualities of Level 5 are securely displayed.
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

AO2b (24 marks)

Level	Mark	Descriptor
1	1-4	<p>Comprehends the surface features of sources and selects from them in order to identify points which support or differ from the view posed in the question.</p> <p>When reaching a decision in relation to the question the sources will be used singly and in the form of a summary of their information. Own knowledge of the issue under debate will be presented as information but not integrated with the provided material.</p> <p>Low Level 1: 1-2 marks</p> <p>The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks</p> <p>The qualities of Level 1 are securely displayed.</p>
2	5-9	<p>Comprehends the sources and notes points of challenge and support for the stated claim. Combines the information from the sources to illustrate points linked to the question.</p> <p>When supporting judgements made in relation to the question, relevant source content will be selected and summarised and relevant own knowledge of the issue will be added. The answer may lack balance but one aspect will be developed from the sources. Reaches an overall decision but with limited support.</p> <p>Low Level 2: 5-6 marks</p> <p>The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-9 marks</p> <p>The qualities of Level 2 are securely displayed.</p>
3	10-14	<p>Interprets the sources with confidence, showing the ability to analyse some key points of the arguments offered and to reason from the evidence of the sources. Develops points of challenge and support for the stated claim from the provided source material and deploys material gained from relevant reading and knowledge of the issues under discussion. Shows clear understanding that the issue is one of interpretation.</p> <p>Focuses directly on the question when structuring the response, although, in addressing the specific enquiry, there may be some lack of balance. Reaches a judgement in relation to the claim, supported by</p>

		<p>information and argument from the sources and from own knowledge of the issues under debate.</p> <p>Low Level 3: 10-11 marks</p> <p>The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 12-14 marks</p> <p>The qualities of Level 3 are securely displayed.</p>
4	15-19	<p>Interprets the sources with confidence showing the ability to understand the basis of the arguments offered by the authors and to relate these to wider knowledge of the issues under discussion. Discussion of the claim in the question proceeds from an exploration of the issues raised by the process of analysing the sources and the extension of these issues from other relevant reading and own knowledge of the points under debate.</p> <p>Presents an integrated response with developed reasoning and debating of the evidence in order to create judgements in relation to the stated claim, although not all the issues will be fully developed. Reaches and sustains a conclusion based on the discriminating use of the evidence.</p> <p>Low Level 4: 15-16 marks</p> <p>The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 17-19 marks</p> <p>The qualities of Level 4 are securely displayed.</p>
5	20-24	<p>Interprets the sources with confidence and discrimination, assimilating the author's arguments and displaying independence of thought in the ability to assess the presented views in the light of own knowledge and reading. Treatment of argument and discussion of evidence will show that the full demands of the question have been appreciated and addressed.</p> <p>Presents a sustained evaluative argument and reaches fully substantiated conclusions demonstrating an understanding of the nature of historical debate.</p> <p>Low Level 5: 20-21 marks</p> <p>The qualities of Level 5 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 5: 22-24 marks</p>

		The qualities of Level 5 are securely displayed.
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NB: The generic level descriptors may be subject to amendment in the light of operational experience.

Unit 3 Assessment Grid

Question Number	AO1a and b Marks	AO2b Marks	Total marks for question
Section A Q	30	-	30
Section B Q	16	24	40
Total Marks	46	24	70
% weighting	20%	10%	30%

Section A

C1 The United States, 1820-77: A Disunited Nation?

Question Number	Indicative content	Mark
1	<p>Candidates should have knowledge of the key features which prevented open conflict between the North and South over the issue of slavery during the years 1820 to 1850. These features might include: the issue of the expansion of slavery had been considered closed by the 1820 Missouri Compromise which preserved the free/slave state balance in the Senate; up until 1846 both Whigs and Democrats had worked hard and generally successfully in the spirit of the Missouri Compromise to keep the issue of slavery out of national politics; the so-called Gag Rule assisted by keeping anti-slavery petitions out of Congress between 1836 and 1844; between 1836 and 1848, 3 slave and 3 free states were admitted to the Union thus preserving the sectional balance set out in the Missouri Compromise; the widening sectional divide in the late 1840s (e.g. the Wilmot Proviso (1846) and the Calhoun Doctrine (1847)) led to the 1850 Compromise which temporarily at least resolved the 'free-slave' differences between the North and South, and thus avoided secession or war.</p> <p>At Levels 1 and 2 simple or more developed statements will provide either only simple or more developed statements about the 'free-slave' debate between the North and South with either only implicit reference to the avoidance of open conflict or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to why the North and South were able to avoid open conflict but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the factors preventing open conflict over slavery with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' will be central in an answer which will be well informed with well selected information and a sustained evaluation.</p>	30

Question Number	Indicative content	Mark
2	<p>Candidates should know about the main measures introduced and the policies pursued during Reconstruction (1865-77). Features which support the argument that Reconstruction served Southern interests might include: the Southern states were able to introduce legislation (the Black Codes) that significantly restricted black civil rights; the violence and intimidation pursued in the South by organisations such as the KKK and the Knights of the White Camellia; President Andrew Johnson's pro-Southern policies e.g. offered Southern amnesties and pardons, recognised Southern state governments which did not allow blacks to vote, attempted to veto the Freedmen's Bureau Act (1866) and the Civil Rights Act (1866), committed to states' rights; the 15th Amendment (1870) was undermined because it did not abolish the common practice of demanding voting qualifications; the 'Slaughterhouse Decision' legal case (1873) confirmed that citizens' rights were a state rather than a federal concern; by 1876 most Southern states were under white Democratic rule and the 1877 Compromise withdrew federal troops and brought the remaining ex-Confederate states under Democratic control. Features which challenge the argument might include: the Southern state conventions repudiated secession and acknowledged the end of slavery (1865); the Republican-dominated Congress refused to recognise the new regimes in the South or admit their Congressmen because many representatives were ex-Confederates (1865); the South had to accept in principle the legal framework established by the Civil Rights Acts (1866 and 1875) and the 13th, 14th and 15th Amendments; under the Military Reconstruction Act (1867) Southern constitutional conventions had to accept black suffrage and ratify the 14th Amendment; following the Military Reconstruction Act, all the ex-Confederate states (except Tennessee) were under military rule (except Tennessee) and run by Republican administrations (except Virginia); black Americans wielded some political power in the South e.g. in South Carolina and Mississippi they formed the majority of the electorate, Southern black votes secured Grant's election as President in 1868, 2 black senators and 20 black representatives were elected to Congress; the impact of the three Enforcement Acts (1870-72) in reducing white intimidation of black Americans etc.</p> <p>At Levels 1 and 2 candidates offer simple or more developed statements about the Reconstruction period with either only implicit reference to 'Southern interests' or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis relating to 'Southern interests' but the detail may be lacking in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the interests served by the developments under Reconstruction with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' the candidate agrees with the proposition will be explicitly addressed and sustained. The answer will be well informed, with well selected information and a sustained evaluation.</p>	30

C2 The United States, 1917-54: Boom, Bust and Recovery

Question Number	Indicative content	Mark
3	<p>Candidates should have knowledge of the successes and failures of Prohibition between 1920 and 1933. Features which point to success might include: Prohibition was generally well observed in small towns and rural areas; there was a reduction in alcoholism; in the USA as a whole drinking declined and there were fewer arrests for drunkenness; some federal enforcement was successful e.g. over five years Prohibition agents Izzy Einstein and Moe Smith made 4,000 arrests and seized illegal liquor worth \$15 million; per capita consumption of hard liquor declined significantly in favour of beer and wine. Features which suggest that Prohibition was a failure might include: the continued availability of alcohol via Canada and Mexico and the existence of illegal distilleries across the USA; the involvement of organised crime (e.g. Capone) in the production, distribution and sale of illegal alcohol, and the bribery/intimidation of government officials supposed to uphold the law; the federal government underestimated the money and personnel needed for effective enforcement; Prohibition was widely ignored and reduced respect for the law; bootleg liquor was often of poor quality and could cause serious health problems (e.g. Jackass Brandy caused internal bleeding!)</p> <p>At Levels 1 and 2 simple or more developed statements will provide either only simple or more developed statements about the Prohibition period with either only implicit reference to success/failure or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to the success/failure of Prohibition but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the successes and failures of Prohibition with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' will be central in an answer which will be well informed with well selected information and a sustained evaluation.</p>	30

Question Number	Indicative content	Mark
4	<p>Candidates should have knowledge of the impact that right and left-wing critics (such as the Republican Party, Liberty League, Huey Long, Francis Townsend and the socialists and communists) had on the direction of the New Deal during the 1930s. When considering the influence of right-wing opposition candidates might include: the Republican Party was largely ineffective against the New Deal e.g. their presidential candidate in 1936, Alfred Landon, proved a lacklustre opponent for FDR; opposition from business interests hostile to Roosevelt's interventionist approach was influential e.g. the owners of US Steel helped to finance the successful legal challenge against the NRA and pressure from holding companies persuaded Congress to pass a watered down Public Utility Holding Company Act (1935); big business also successfully lobbied Congress to dilute the so-called 'wealth tax' bill (1935) into a toothless measure; the right-wing Liberty League was another important source of opposition but not all industrialists agreed with its anti-New Deal stance (e.g. movie mogul Jack Warner and Walter Teagle of Standard Oil) When considering the influence of left-wing opposition candidates might include: socialist and communist demands that the New Deal should dismantle the capitalist economy had little impact e.g. Earl Browder, the communist presidential candidate received a meagre 79,000 votes in 1936; critics such as Huey Long, Francis Townsend, Father Coughlin, Louis Brandeis and Felix Frankfurter, in their various ways, helped to steer Roosevelt to the left during the 2nd New Deal; their influence helped to produce New Deal measures dealing with social security, rural electrification and fair labour standards; FDR realised that there were political benefits to be gained by stealing the 'thunder of the left'.</p> <p>At Levels 1 and 2 simple or more developed statements will provide either only simple or more developed statements about opposition to the New Deal with either only implicit reference to the influence of the right or left-wing critics or argument based on insufficient evidence. At Level 3, students should provide some sustained analysis related to the extent that right and left-wing critics influenced the New Deal but the detail may be hazy in places and/or the material unbalanced chronologically or thematically. At Level 4, there will be sustained analysis of the influence of right and left-wing critics with some attempt to reach a reasoned judgement on 'how far'. At Level 5, 'how far' will be central in an answer which will be well informed with well selected information and a sustained evaluation.</p>	30

Section B

C1 The United States, 1820-77: A Disunited Nation?

Question Number	Indicative content	Mark
5	<p>Source 1 supports the idea of a war due to the North's attachment to the Union. It maintains that this Northern commitment was based on economic self-interest (a profitable Southern market) and a concept of American nationalism which identified the Union with liberty, democracy and territorial integrity. Source 2 (which can be linked to Source 1) focuses on the secession of South Carolina as a critical factor. Uncompromising secessionists in South Carolina refused to accept Lincoln's election and the decision to leave the Union prompted other southern states to do the same. In Source 3, Lincoln's election represented an affront to the South's honour and general prosperity. Southerners feared that Northern voters had, in effect, declared war on their way of life and white superiority. This extract can be linked to the other two sources.</p> <p>Candidates' own knowledge of developments in the 1850s and in 1860-61 should be added to the source material and might include: the context of growing sectionalism in the 1850s (e.g. the Kansas-Nebraska Bill (1854), 'Bleeding Kansas', the emergence of the Republican Party, the Dred Scott case (1857), John Brown's action at Harper's Ferry (1859)); Lincoln-Douglas debates (1858) led to southern concerns that Lincoln was an abolitionist; the reaction in the South to Lincoln's victory in 1860 which was based entirely on the Northern states and 40 per cent of the popular vote; the phased nature of the secession (1860-61); the failure to find a compromise (Buchanan's reluctance to take a lead, rejection of the Crittenden proposals, the unsuccessful Peace Convention at Washington); the Fort Sumter incident and the response of the Upper South (1861); the economic differences between North and South (e.g. over tariffs and taxation).</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements. At Level 3 a clear conclusion about reasons for the Civil War will be offered and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the extent to which the North's attachment to the Union led to conflict in 1861. At Level 5, candidates will present a reasoned judgement about the role played by Northern attachment in the outbreak of the Civil War. Here the response will be informed by precisely selected evidence from both sources and own knowledge.</p>	40

Question Number	Indicative content	Mark
6	<p>Source 4 gives candidates material to support the view that superior economic strength was an important factor in explaining the Union's victory in the Civil War. In particular, it points out that the North had a larger population, a much bigger industrial base, and a better developed financial structure. In contrast, Source 5 maintains that Southern localism had a negative impact on the Confederacy's war effort with state governors exploiting anti-Richmond sentiment and refusing to release important resources. This point can be linked to the last section of Source 4. Source 6 contends that the military and political initiative passed from the South to the North as the Civil War progressed. Lincoln's superior political leadership was clearly evident by 1863 and Grant and Sherman provided the Union with committed army leadership and hard-headed military planning.</p> <p>Candidates' own knowledge of other reasons for the North's victory in the Civil War should be added to the sources and may include: aspects of political leadership (e.g. Lincoln successfully maintained civilian morale during the gruelling conflict and created a Northern pro-war consensus; on balance, the North had more effective ministers; Jefferson's political limitations and inability to forge Southern unity); the Northern economy was better managed and finance more easily raised in the North; the effectiveness of Union military tactics under Grant and Sherman; poor military leadership of the Western Confederate armies; the Richmond government was weakened by the divisive issue of states' rights etc.</p> <p>At Levels 1 and 2 responses are likely to sift the evidence with some cross-referencing, and at Level 2 link to own knowledge for valid statements. Level 3 answers will reach a conclusion probably recognising that the argument is not all about superior economic strength in the North and clearly recognising that the sources give different interpretations. Sources will be used with some confidence. For Level 4, look for sustained argument on the relative merits of the various arguments. At Level 5, candidates will sustain their argument about the relative importance of the superior economic strength of the North on the basis of precisely selected evidence from both sources and own knowledge.</p>	40

C2 The United States, 1917-54: Boom, Bust and Recovery

Question Number	Indicative content	Mark
7	<p>Source 7 maintains that the largely unregulated and fragmented U.S. banking system was responsible for the economic crisis of 1929-33. Industrial funds were deposited in vulnerable banks which were isolated and indifferently managed. Incompetent bankers and stockbrokers compounded the problem by encouraging clients to make ill-advised investments which contributed to a culture of greed. Source 8 stresses the role of international economic instability, particularly the financial legacy of the First World War, which can be linked to the issue of the US banking system. The failure of European financial institutions led to massive withdrawals from US banks which caused many of them to fail. Source 9 emphasises that, in the US, consumer demand could not keep up with rising output which resulted in over-production and speculation. These developments brought about the economic collapse.</p> <p>Candidates' own knowledge of the causes of the Great Depression should be added to the evidence of the sources and may include: the distribution of wealth, overproduction and under-consumption (fuelled by long-standing problems in the agricultural sector and relatively low pay for industrial workers which skewed the distribution of wealth and depressed demand); the international economic problems of the 1920s which cut foreign demand for American goods; the impact of the Wall Street Crash; the 'low tax and minimal regulation' approach of Republican governments in the 1920s; the impact of Hoover's policies from 1929 to combat the Depression etc.</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and draw basic conclusions. Level 2 answers should include some own knowledge. At Level 3 a clear conclusion will be reached about the role of the U.S. banking system as a cause of the Depression and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the relative strength of the arguments for and against on the basis of confident use of the presented sources and good understanding of the issues under debate. At Level 5, candidates will sustain their argument about the extent to which the weakness of the banking system led to the Great Depression in 1929.</p>	40

Question Number	Indicative content	Mark
8	<p>Source 10 offers support for the view that, in the period up to 1939, the New Deal delivered relief rather than recovery through the alphabet agencies and social security provision. However, students may note that the extract considers these relief measures to be limited in terms of funding and scope. Source 10 also maintains that the New Deal provided little in the way of economic recovery during the 1930s with lower personal income and high levels of unemployment. Source 11, in contrast, offers a more optimistic assessment of the New Deal. It notes that economic conditions steadily improved and that relief measures, particularly unemployment benefits and pensions, provided vital assistance to millions of hard-pressed Americans. Source 12 makes the case for a partial economic recovery with average earnings, output and farm incomes rising during the 1930s. The same source also points out that unemployment levels remained high and government spending cuts had an adverse effect on the economy. Conditions began to improve only after funding for relief and public works was increased in 1938.</p> <p>Candidates' own knowledge of the New Deal's record on relief and recovery between 1933 and 1939 should be added to the source material and might include: reform of the banking and financial system (e.g. 1933 Emergency Banking Act); the record of the 'alphabet agencies' e.g. the CCC, FERA, PWA, NRA; the impact of the New Deal on key sectors of the economy (e.g. industry and agriculture); the New Deal record on unemployment - 7 million in 1937 rising to 10 million in 1938; candidates may also wish to discuss the relative economic importance of rearmament in the late 1930s.</p> <p>At Levels 1/2 most candidates will see differences in the arguments produced by the sources and at Level 2 link to own knowledge for valid statements. At Level 3 a clear conclusion about economic record of the New Deal in terms of relief and recovery will be offered and the sources will be used with some confidence. At Level 4, there should be at least some attempt to discuss the extent to which the New Deal delivered relief rather than recovery during the 1930s. At Level 5, candidates will present a reasoned judgement about how far the New Deal brought relief rather than recovery. Here the response will be informed by precisely selected evidence from both sources and own knowledge.</p>	40

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