

# A Level AICE American History



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Portable 1

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Cambridge International A Level History 9389

History (9389) is in Group 3, Arts and  
Humanities

Text: *Liberty, Equality, Power, Volume II*

By Murrin et al

## **Text:**

The text for the 1<sup>st</sup> semester is *Liberty, Equality, and Power* by Murrin. The second semester *The Holocaust* by Alan Farmer and *The Holocaust* by Peter Neville are required reading.

Supplemental Material:

Board Policy 4.21.XI.B

While the textbook is the main text that is used in this course, to meet the intent of the standards as well as the rigor expected by the State of Florida other materials including primary source documents, political cartoons, maps, charts, videos, and graphs from repositories such as the list below may be used with in the classroom. Video from Safari or our other Learning Resources (GALE, World Book, You Tube for Education, etc.,) as well as anything packaged within digital textbook resources, may be used in our class as well. Each of these materials is aligned to the standards of the course set forth by the State of Florida.

**Website and E-Mail:** The website has all the materials the student needs to successfully navigate the course. It also has tabs to connect to the syllabus, supplemental readings, and a calendar for the course. Web site URL: <http://shshistory.com>. All communications via e-mail should be at the school address. [sandy.crihfield@sarasotacountyschools.net](mailto:sandy.crihfield@sarasotacountyschools.net) I check my e-mail at least once a day but do not expect an immediate answer. It will take 24 hours for a guaranteed reply. If you want me to preview an assignment or store a document, you may use Blackboard to send it. At the same time you make an addition to Blackboard, e-mail the school e-mail address to tell me to look for it. I only look at Blackboard when something is due to grade or when you ask me to look at it. Make sure to put your full name and the focus of the submission in the subject line.

All assignments need to be sent to Blackboard or handed in to me in person on the appropriate due date or before the due date.

### **Course Objectives:**

The syllabus aims to develop:

- An interest in the past and an appreciation of human endeavor
- A greater knowledge and understanding of historical periods or themes
- A greater awareness of historical concepts such as cause and effect, similarity and difference, and change and continuity
- An appreciation of the nature and diversity of historical sources available, and the methods by historians
- An exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- The ability to think independently and make informed judgments on issues
- An empathy with people living in different places and at different times
- A firm foundation for further study of History

### **Assessment Objectives:**

Candidates are assessed on their ability to:

- ∞ AO1: demonstrate knowledge and understanding
  - 1(a) recall, select, and use historical knowledge appropriately and communicate knowledge and understanding of History in a clear and effective manner
  - 1(b): demonstrate an understanding of the past through explanation, analysis, and arriving at a substantiated judgment of:

key concepts such as causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied

∞ AO2: analyse, evaluate, and apply

2(a) as part of an historical enquiry, analyse, and evaluate a range of appropriate source material with discrimination

2(b) analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways

### **Component 3:** 1 hour 15minutes / 40 marks

Candidates will be given an extract from an historian's writing. The author of the extract will not be identified, nor will candidates be asked to identify the author. One extract will be set on each of the topics. The extract will be no more than 600 words in length. There will be a single question, asking candidates what they can learn from the extract about the interpretation and approach of the historian who wrote it. They will be expected to show knowledge and understanding of the events and developments included in the topic (Assessment Objective 1 (a), but the purpose of the study will be for them to develop the ability to analyse and evaluate how aspects of the past have been interpreted and represented in different ways (Assessment Objective 2 (b)). Answers will be marked out of a total of 40 marks (20% of the total A Level Assessment).

While candidates will be expected to have an awareness of different interpretation, their study of the topic should not be simply historiographical. Rather, by considering different interpretations, candidates should develop an understanding of the nature of the discipline of History, and the ways in which History is produced.

In particular, through studying their chosen topic, candidates will need to consider **why historians produce different interpretations** of the same events, including:

- The fragmentary nature of historical evidence
- The selection and interpretation of evidence
- The ways that the passage of time can change the focus of historians' views, with the emergence of new evidence or new interpretations of other historians
- The ways that historians are influenced by the time and place in which they work.

They will also need to develop an awareness of **the different approaches historians adopt** to their work, including:

- How different historians ask different questions about their field of study
- How historians' approaches are influenced by their own ideology and beliefs (e.g. by focusing on issues of class, gender, the role of structures)
- The inter-relationship between historians' interpretations and approaches

Assessment objective	Component 3	Component 4	Weighting
AO1(a)	20	30	70%
AO1(b)		30	
AO2(a)			30%
AO2(b)	20		
<b>Total</b>	<b>40</b>	<b>60</b>	<b>100%</b>

**RELATIONSHIP  
BETWEEN  
ASSESSMENT  
OBJECTIVES AND  
COMPONENT**

**A Cambridge International A Level qualification in History can be achieved either as a stage assessment over different examination series or in one examination series.**

Advanced Level Candidates take:	Duration	Weighting
Component 1 Document Question	1 Hour & 15 Minutes	20%
Component 2 Outline Study	1 Hour & 45 Minutes	30%
Component 3 Interpretations Question	1 Hour & 15 Minutes	20%
Component 4 Option 2 In Depth Study - History of the USA, 1945-1990	1 Hour & 45 Minutes	30%

## **ASSESSMENT: ESSAY GRADING RUBRICS**

### **General levels of response for Paper 3**

For the purposes of marking, the *interpretation* is taken to be what the historian says in the given extract, the nature of the claims made and the conclusions drawn. The *approach* is seen as what the historian brings to their study of the topic, what they are interested in, the questions s/he asks, the methods they use. There is a close inter-relationship between the interpretation and the approach, since the former emerges from the latter, and marking will not insist on any rigid distinctions between the two.

Marks will be awarded according to the following criteria. Markers will be instructed first to determine the level an answer reaches in relation to AO2(b), and to award a mark accordingly. In general, the mark subsequently awarded in relation to AO1(a) will be in the same level, since the ability to recall, select and deploy relevant historical material will be central to any effective analysis and evaluation of the interpretation. However, in exceptional cases, generally where answers lack effective contextual support, markers will have the discretion to award marks in different levels for the two assessment objectives.

## Mark Scheme Paper 3

<b>AO4</b>	<b>Analyse and evaluate how aspects of the past have been interpreted and represented.</b>	<b>Marks</b>
Level 6	<ul style="list-style-type: none"> <li>Responses use the extract in a detailed and accurate manner and demonstrate a complete understanding of the interpretation and of the approach(es) used by the historian in reaching this interpretation.</li> <li>These responses explain all elements of the historian's interpretation.</li> </ul>	<b>18–20</b>
Level 5	<ul style="list-style-type: none"> <li>Responses use the extract in a detailed and accurate manner and demonstrate a sound understanding of the interpretation and of the approach(es) used by the historian in reaching this interpretation.</li> <li>These responses engage with elements of the historian's interpretation, but without explaining it as a whole – they are consistent and accurate, but not complete and may cover less important sub-messages.</li> </ul>	<b>15–17</b>
Level 4	<ul style="list-style-type: none"> <li>Responses use the extract, but only demonstrate partial understanding of the interpretation and approach(es) of the historian.</li> <li>These answers identify elements of the historian's interpretation, but without adequately explaining them, typically explaining other less important message(s) as equally or more important.</li> </ul>	<b>12–14</b>
Level 3	<ul style="list-style-type: none"> <li>Responses demonstrate understanding that the extract contains interpretations, but those explained are only sub-messages.</li> <li>Responses may use a part of the extract to argue for an interpretation that is not supported by the whole of the extract, or may refer to multiple interpretations, often a different one in each paragraph.</li> </ul>	<b>9–11</b>
Level 2	<ul style="list-style-type: none"> <li>Responses summarise the main points in the extract.</li> <li>Responses focus on what the extract says, but explanations of the extract as an interpretation lack validity.</li> </ul>	<b>5–8</b>
Level 1	<ul style="list-style-type: none"> <li>Responses include references to some aspects of the extract.</li> <li>Responses may include fragments of material that are relevant to the historian's interpretation.</li> </ul>	<b>1–4</b>
Level 0	No creditable content.	<b>0</b>

<b>AO1</b>	<b>Recall, select and deploy historical knowledge appropriately and effectively.</b>	<b>Marks</b>
Level 6	Demonstrates detailed and accurate historical knowledge that is entirely relevant.	<b>18–20</b>
Level 5	Demonstrates detailed and mostly accurate historical knowledge that is mainly relevant.	<b>15–17</b>
Level 4	Demonstrates mostly relevant and accurate knowledge.	<b>12–14</b>
Level 3	Demonstrates generally accurate and relevant knowledge.	<b>9–11</b>
Level 2	Demonstrates some accurate and relevant knowledge.	<b>5–8</b>
Level 1	Demonstrates limited knowledge.	<b>1–4</b>
Level 0	Demonstrates no relevant historical knowledge.	<b>0</b>

### **Grading Rubric for B Type Questions for Paper 4**

<b>Knowledge and Understanding</b>	<b>10</b>
<b>Analysis</b>	<b>10</b>
<b>Total</b>	<b>20</b>

### **Mark Scheme Paper 4**

**AO2 – Demonstrate an understanding of the past through explanation, analysis and a substantiated judgement of key concepts: causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied.**

***This mark scheme assesses the quality of analysis demonstrated in addressing the question.***

Level 5	<p><b>Answers demonstrate a full understanding of the question, are balanced and analytical.</b></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• establish valid and wide-ranging criteria for assessing the question</li> <li>• are consistently analytical of the key features and characteristics of the period</li> <li>• provide a focused, balanced argument with a sustained line of reasoning throughout</li> <li>• reach a clear and sustained judgement.</li> </ul>	13–15
Level 4	<p><b>Answers demonstrate a good understanding of the question, and are mostly analytical.</b></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• establish valid criteria for assessing the question</li> <li>• are analytical of the key features and characteristics of the period, but treatment of points may be uneven</li> <li>• attempt to provide a balanced argument, but may lack coherence and precision in some places</li> <li>• reach a supported judgement, although some of the evaluations may be only partly substantiated.</li> </ul>	10–12
Level 3	<p><b>Answers demonstrate an understanding of the question and contain some analysis. Argument lacks balance.</b></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• show attempts at establishing criteria for assessing the question</li> <li>• show some analysis of the key features and characteristics of the period, but may also contain descriptive passages</li> <li>• provide an argument but lacks balance, coherence and precision</li> <li>• begin to form a judgement although with weak substantiation.</li> </ul>	7–9
Level 2	<p><b>Answers demonstrate some understanding of the question and are descriptive.</b></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• attempt to establish criteria for assessing the question but these may be implicit</li> <li>• show limited analysis of the key features and characteristics of the period, and contain descriptive passages that are not always clearly related to the focus of the question</li> <li>• make an attempt at proving an argument, but this is done inconsistently and/or may be unrelated to the focus of the question</li> <li>• make an assertion rather than a judgement.</li> </ul>	4–6

Level 1	<b>Answers address the topic, but not the question.</b> Answers: <ul style="list-style-type: none"><li>• focus on the topic rather than the question</li><li>• lack analysis or an argument</li><li>• lack a relevant judgement.</li></ul>	1–3
Level 0	<b>No creditable content.</b>	0
<b>AO1 – Recall, select and deploy historical knowledge appropriately and effectively.</b>		
<i>This mark scheme assesses the quality and depth of knowledge deployed to support the argument made.</i>		
Level 5	<b>Answers demonstrate a high level of relevant detail.</b> Supporting material: <ul style="list-style-type: none"><li>• is carefully selected</li><li>• is fully focused on supporting the argument</li><li>• is wide-ranging</li><li>• is consistently precise and accurate.</li></ul>	13–15
Level 4	<b>Answers demonstrate a good level of relevant supporting detail.</b> Supporting material: <ul style="list-style-type: none"><li>• is selected appropriately</li><li>• is mostly focused on supporting the argument</li><li>• covers a range of points but the depth may be uneven</li><li>• is mostly precise and accurate.</li></ul>	10–12
Level 3	<b>Answers demonstrate an adequate level of supporting detail.</b> Supporting material: <ul style="list-style-type: none"><li>• is mostly appropriately selected</li><li>• may not fully support the points being made, may be descriptive in places</li><li>• covers a narrow range of points</li><li>• occasionally lacks precision and accuracy in places.</li></ul>	7–9
Level 2	<b>Answers demonstrate some relevant supporting detail.</b> Supporting material: <ul style="list-style-type: none"><li>• is presented as a narrative</li><li>• is not directly linked to the argument</li><li>• is limited in range and depth</li><li>• frequently lacks precision and accuracy.</li></ul>	4–6
Level 1	<b>Answers demonstrate limited knowledge of the topic.</b> Supporting material: <ul style="list-style-type: none"><li>• has limited relevance to the argument</li><li>• is inaccurate or vague.</li></ul>	1–3
Level 0	<b>No creditable content.</b>	0

## **Textbook Reading Assignments:**

The Cambridge philosophy of education clearly defines the role of the student as responsible for the knowledge base to successfully navigate the course. The instructor is responsible to challenging the student knowledge base and to teach the appropriate AICE skills to encourage thinking and writing skills. The student is required to read through the textbooks (Murrin et al) while working on each theme the first semester. The instructor will make suggestions as to when each section should be read but it is up to the student to find a workable plan. The second semester the student will be required to read two texts on the Holocaust one by Farmer and the other by Neville. The student should also read one or more of the other texts to further their subject knowledge.

## **Written Assignments:**

### **Assignment of Grades for the 1<sup>st</sup> and 2<sup>nd</sup> nine weeks.**

The student will complete the two assignments below and write four essays in class on the subthemes each nine weeks.

#### **Music Assignment**

The student will select 10 pieces of music from the theme studied. Of the 10 selected one must be from each of the following genres:

Country western, folk, R&B (Motown), movie or stage play themes, rock and roll, cutting edge funk, and ballads (big band or solo singers not rock and roll).

Students should access lists of the top music genres from the Internet.

The student needs to listen to the songs and see what segment of America the music represents. They also need to relate the music to the times.

The student will list the title, artist, year introduced, genre, and a short synopsis of the song in a chart. The student will present one song and their analysis on how it represents the American dream to the class. The student needs to be ready to play the song before the tardy bell. The student has ten minutes to present the song and discuss it. The score will be based 70 % on the chart and 30% on the quality of the analysis. The assignment will be done once each nine

weeks for the 1<sup>st</sup> semester. The student will sign up for this assignment. If the due date is missed the score will be a zero.

### **Front Page News Assignment**

You will select an imaginary date in the decade we are studying and create the front page of a newspaper. The place and theme of the paper is of your choice.

The front page needs to have five pictures. The front page needs to have ten articles. The topics on the paper should include the following issues: Congress, the President, civil rights, women's rights, international news, foreign or domestic policy, up-coming election, the economy, movie or television review, and a meme.

Each article needs a headline and should be no more than 150 words. One article should be featured. The articles should be typed out in this order in word. Then the articles should be placed in text boxes and arranged on the paper. The arrangement will show the priorities in this newspaper.

You will write a one paragraph explanation of why your paper featured which news (by location and size of the article) and why the language is the way it is. Yes, the newspaper will have a point of view. This will show you different sides of your future essay. The newspaper front page is due each nine weeks. The rubric for grading the essay is as follows: each article accuracy and slant will be worth a total of 70 pts., pictures 10 pts., arrangement of articles 10 pts., and paragraph on the arrangement and slant 10 pts.

Use this purposefully so the research will help you write the next essay. It will help you to see both sides of an issue. This assignment will assist you in prioritizing your paragraphs.

### **Essays on the Subthemes**

The student will write essays (3) on the subthemes. The student will be informed in advanced and the essay will be a timed in class 45-minute essay.

## **Assignment of Grades for the 3<sup>rd</sup> nine weeks.**

The student will complete the two assignments below and write four essays in class on the subthemes.

### **Books, Poetry Anthologies, or Other Arts Assignment**

The visual or performing arts selected assignment needs to be individualized by the student and the instructor in the first month of school. It will focus on one subtheme. The assignment may concentrate on one aspect of the theme or the overall theme. The project may include multi-media, collections, multiple authors, multiple music, or print media. The student will select 10 items in the anthology. The project will include an annotated bibliography (references) which will include a description of the work and how it was useful. The student needs to include why the sources do and do not represent the times; this should be done in an 800 - 1200-word essay. The student grade is based on the clarity and understanding of the work and its representation of the period. This should be a two sided AICE essay. The research should be the basis of the essay. This may include cited experts' opinions to aid in your analysis but the purpose of the paper is to be original. The paper needs cited. The anthology will count 20%, the annotated references will count 30% and the essay 50% of the grade.

### **Front Page News Assignment**

You will select an imaginary date in the decade we are studying and create the front page of a newspaper. The place and theme of the paper is of your choice.

The front page needs to have five pictures. The front page needs to have ten articles. The topics on the paper should include the following issues: Congress, the President, civil rights, women's rights, international news, foreign or domestic policy, up-coming election, the economy, movie or television review, and a meme.

Each article needs a headline and should be no more than 150 words. One article should be featured. The articles should be typed out in this order in word. Then the articles should be placed in text boxes and arranged on the paper. The arrangement will show the priorities in this newspaper.

You will write a one paragraph explanation of why your paper featured which news (by location and size of the article) and why the language is the way it is. Yes, the newspaper will have a point of view. This will show you different sides of your future essay. The newspaper front page is due each nine weeks. The rubric for grading the essay is as follows: each article accuracy and slant will be worth a total of 70 pts., pictures 10 pts., arrangement of articles 10 pts., and paragraph on the arrangement and slant 10 pts.

Use this purposefully so the research will help you write the next essay. It will help you to see both sides of an issue. This assignment will assist you in prioritizing your paragraphs.

### **Essays on the Subthemes**

The student will write essays (3) on the subthemes. The student will be informed in advanced and the essay will be a timed in class 45-minute essay.

### **Assignment of Grades for the 4<sup>th</sup> nine weeks.**

All the 4<sup>th</sup> nine weeks will be preparing and taking the AICE A Level Exams paper 3 and 4.

## **American option, Depth study 2: The USA, 1944–92**

Candidates who make valid links between themes will be credited where material is relevant to the question.

**Paper 4 Themes: One hour and 45 minutes 60 Marks (30 Marks for each Theme / Student selects two questions.**

### **Theme 1: The late 1940s and 1950s**

#### **Key questions**

**Why and how were the late 1940s and 1950s a time  
of economic prosperity?**

## **Content**

- US economic developments, 1945–60
- The growth of consumerism
- The role of federal government's economic policies
- The impact of full employment on industrial growth

## **Key questions**

**How far did society change in the late 1940s and the 1950s?**

## **Content**

- Impact of the aftermath of the Second World War on various social groups including women
- Changing patterns of urbanisation and of migration patterns across the USA
- Growth of a distinct youth culture, e.g. teenagers
- Increased social mobility

## **Key questions**

**How far were the late 1940s and 1950s a time of party political stability?**

## **Content**

- Reasons for Truman's election in 1948
- The challenge of McCarthyism and the Red Scare
- Reasons for Eisenhower's election victories in 1952 and 1956
- Eisenhower's domestic policies

## **Key questions**

**How effective was the civil rights movement in the 1950s?**

## **Content**

- Impact of key civil rights groups including the NAACP and SCLC
- The role of leading African Americans
- The response of the peoples and governments of Southern states
- The responses of federal institutions, i.e. Congress, President and Supreme Court

## **Theme 2: The 1960s and the 1970s**

### **Key questions**

**Why and how did the USA experience a deteriorating economic situation in the 1960s and 1970s?**

## **Content**

- Economic impact of involvement in Vietnam
- Failure of post-war economic doctrines
- The impact of external challenges including foreign competition, oil crises of 1973 and 1979 and the Cold War
- Stagflation

### **Key questions**

**How great were the social changes of the 1960s and 1970s?**

## **Content**

- Changes in the social class system
- Growth and impact of feminism
- Impact of the counter-culture movement
- Growth and impact of the gay rights movement,  
e.g. Stonewall 1969

## **Key questions**

**How far were the 1960s and 1970s a time of party political instability?**

## **Content**

- Domestic policies of the various Presidents:

**Kennedy, Johnson, Nixon, Ford and Carter**

- Impact of the Vietnam War on party politics
- The rise and fall of the 'imperial presidency'

including Nixon and Watergate

- Role and impact of the mass media

## **Key questions**

**How far did the position of ethnic minorities improve in the 1960s and 1970s?**

## **Content**

- The responses of federal institutions, Civil Rights

**Act 1964**

- The role of civil rights leaders and groups, e.g.

**Martin Luther King Jr, SNCC, CORE, La Raza and**

**American Indian Movement (AIM)**

- The growth and impact of the Black Power movement

- Reasons for, and impact of, Affirmative Action

## Paper 3 Theme: One hour and 15 minutes (40 Marks )

### Topic 2: The Holocaust

Candidates will study the following content and the differing interpretations that historians have produced, with a particular focus on the over-arching

**Key question, 'Why did the Holocaust occur?'**

#### Content

This topic covers the following events and

developments:

- The background of European and German anti-Semitism and racist theories
- Nazi anti-Semitism and persecution of the Jews, 1933–41
- The impact of war on Nazi policy towards the Jews
- Ghettoisation and Jewish responses to the Holocaust
- The development of Nazi extermination policies towards Jews and other minorities
- Contemporary reactions to the Holocaust

#### Key approaches

Candidates should explore the following issues through the interpretations and approaches of

different historians:

- How far was the Holocaust a consequence of racist ideas which existed before the Nazis?
- The Intentionalist approach and the role of Hitler: was the Holocaust planned in advance by Hitler?
- The Structuralist approach: how far did the nature of the Nazi state determine how the Holocaust developed?

- The Functionalist approach: how far did contingent factors such as war determine how the Holocaust developed.
- Synthesis interpretations which aim to reconcile the Intentionalist and Functionalist viewpoints
- Perpetrators: who carried out the Holocaust, and why? Was murderous behavior the exception or were many involved? Why did non-Germans participate in the killings?
- Victims: How far did Jews resist the Holocaust, and how can resistance be defined? Did men and women experience the Holocaust in different ways. Should definitions of the Holocaust include victims other than Jews?
- Bystanders: How did the USA and Britain respond to the Holocaust at the time?

### **Videos possibly used in the course**

Saving Private Ryan	Holocaust
Truman	Hitler and Stalin
Kennedy	Irena Sendler, In the Names of their Mothers
Nixon/ Frost	Wallenberg, A Hero's Story
The Missiles of October	Hitler, The Rise of Evil
Good Night and Good Luck	The Nazis, A Warning from History
Radio Bikini	
Mississippi Burning	
Eyes on the Prize	
Malcolm X	

1<sup>st</sup> Nine Weeks – Theme One

2<sup>nd</sup> Nine Weeks – Theme Two

3<sup>rd</sup> Nine Weeks – The Holocaust

4<sup>th</sup> Nine Weeks – Review for Exam

The student will take paper 3 & 4 practice exams and review of themes' subject material. There are no other course requirements.