



**GCSE MARK SCHEME**

**SUMMER 2015**

**HISTORY - OUTLINE STUDY  
THE DEVELOPMENT OF THE USA, 1930-2000  
4373/03**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are the questions in Section B. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
<b>Level 4</b>	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

## PAPER 4373/03

## UNIT 3: OUTLINE STUDY

## THE DEVELOPMENT OF THE USA, 1930-2000

## MARKING SCHEME

## QUESTION 1

## Question 1(a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the domestic policies of President Reagan.** [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer with a weak or implied point made.** [1]

*Eg: Answers will say that he cut taxes and reduced unemployment.*

**LEVEL 2 A more detailed and accurate description.** [2-3]

*Eg: Answers refer to how he aimed to reduce the effects of the recession by introducing economic policies called "Reaganomics" which cut taxes while also cutting down on welfare spending. There may be reference to his aims to return to true American values.*

**LEVEL 3 A fully detailed and accurate description.** [4-5]

*Eg: Answers will refer to how his policy of "Reaganomics" cut business taxes and taxes for wealthier Americans with the view that the money would "trickle down" through society. There may be reference to how his tax cuts led to cuts in welfare spending and also to his defence spending and Star Wars programme which led to an increase in the national debt and a huge increase in taxation. There may be some mention of his need to restore dignity and calm after the Watergate scandal and return to true American values.*

**Question 1(b)**

<i>Target:</i>	<i>Recall and deployment of knowledge; explanation of key concept; use of source material</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
7	2	3	2

**Question:** Explain why the lifestyle of some young Americans changed between the 1930s and the 1960s. [7]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]

*Eg: Source A shows that in the 1930s most young people did what they were told and that boys looked for work and girls looked for husbands whereas Source B shows a huge gathering at the Woodstock concert living life as they wanted.*

**LEVEL 2** Accurate answer which begins to address the question. [3-5]

**Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.**

*Eg: Source A shows that parents were in control of their children and how that after high school, boys looked for work and girls looked towards marriage, both taking on the responsibility of adulthood whereas Source B shows young people at the Woodstock concert many of whom were hippies who rejected the safe route to adulthood. This happened because they wanted freedom to express themselves.*

**Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).**

*Eg: Source A says that young people in the 1930s were influenced heavily by their parents and that boys saw the need to find work and contribute to the family during the Depression while many girls went from school to marriage whereas Source B shows hippies at the Woodstock concert who rejected parental authority and dropped out of society. Answers will begin to explain the change in lifestyle by reference to the affects of the Second World War and to social changes in the 1950s and 1960s.*

**LEVEL 3**      **Answer addresses the question clearly.**

**[6-7]**

**Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.**

**Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.**

*Eg: Answers will focus on the view that many young people were influenced and controlled by their parents and how many went from childhood to adulthood as boys saw the need to find work and girls aspired to marriage during the depression years. Source B shows the Woodstock concert which challenged authority and rejected the safe route from school to adulthood. There should be reference to the mood of post-war America in the Cold War period and to the emergence of the teenager as a distinct entity and to the generation gap. Answers at this level should offer specific reference to the influence of films, literature and music of the 1950s and 1960s which caused some young people to challenge authority and convention.*

**Question 1(c)**

<i>Target:</i>	<i>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>6</b>	

Question: **How important was President Roosevelt to the lives of the American people?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer, with weak or implied points made.** [1-2]

*Eg: There will be reference to Roosevelt being important because he brought jobs and helped end the Depression.*

**LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen.** [3-4]

*Eg: Answers may be confined to description of his aims to repair the damage of the Depression by introducing the New Deal with reference to the successes of the programme.*

**LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained.** [5-6]

*Eg: Answers may tend to describe the aims of relief, recovery and reform and to successes of his New Deal programme in restoring stability and confidence. There should be some reference to his personal qualities as a warm and caring president who touched the nation with his fire-side chats. There will be a more direct attempt to analyse his importance to the nation.*

**LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation.** [7-8]

*Eg: Answers should focus on how he promoted and fought for social and economic welfare in his pursuit of relief, recovery and reform as solutions to the Great Depression and to the problems of the nation. There should be reference to the successes of the New Deal and his championing of the 'forgotten man' and to his personal qualities – his fire-side chats, his heartfelt and sympathetic approach in promoting assurance and how he galvanized the nation. There may be reference to his war-time leadership and to the fact that he served four terms in office.*

## QUESTION 2

### Question 2(a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Outline the main developments in the education of young black Americans in the 1950s.** [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer with a weak or implied point made.** [1]

*Eg: Answers will say that changes took place that allowed black children to attend previously white schools.*

**LEVEL 2** **A more detailed and accurate description.** [2-3]

*Eg: Answers refer to challenges to segregated education as a result of the Brown vs. Topeka case and to events at Little Rock High School which led to more integrated schools.*

**LEVEL 3** **A fully detailed and accurate description.** [4-5]

*Eg: Answers will refer to the landmark cases of Brown-Topeka and Little Rock which challenged the issue of segregated education and achieved nationwide attention and presidential support leading to segregation being declared unconstitutional.*

**Question 2(b)**

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why the position of black Americans changed in the armed forces between 1942 and 1947. [7]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue. [1-2]**

*Eg: Source A shows an all-black unit of soldiers during the Second World War whereas Source B says that Pres. Truman aimed to end segregation in the military after the war in 1947.*

**LEVEL 2 Accurate answer which begins to address the question. [3-5]**

**Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.**

*Eg: Source A shows a "Jim Crow" segregated unit during the Second World War whereas Source B says that it was Truman's aim and belief that segregation in the military should be ended. This happened because of the contribution of black Americans.*

**Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).**

*Eg: Source A shows a segregated black unit early in the war who were often non-combat units performing menial tasks whereas Source B shows Truman's commitment to ending segregation in all branches of the military in 1947. Answers at this level will focus on the dedication and bravery of black servicemen and the efforts of black factory workers on the home front.*

**LEVEL 3 Answer addresses the question clearly. [6-7]**

**Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.**

**Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.**

*Eg: Answers will focus on the issue of segregated units as was the policy of all branches of the military. There should be reference to non-combat, menial duties but how the situation began to change towards the end of the war. There may be specific reference to the actions of the Tuskegee Airmen and to the 761<sup>st</sup> tank division who gained acclaim and to how by 1944 there were integrated fighting units and black soldiers were serving as officers along with reference to the essential work done by black factory workers on the home front. There may be reference to Gen. Eisenhower's support for integrated fighting units and to how the experience of black troops in Britain led to demands for change. This is shown in Source B when Truman recognised the contribution of the black population and gave his full support to the de-segregation of the military.*

**Question 2(c)**

<i>Target:</i>	<i>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</i>		
<i>Mark allocation:</i>	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>6</b>	

Question: **How important was Martin Luther King in the campaign for equal rights for black Americans?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer, with weak or implied points made.** [1-2]

*Eg: There will be reference to King as leader of the CRM and how he worked to improve the lives of black Americans.*

**LEVEL 2 Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen.** [3-4]

*Eg: Answers may be confined to descriptions of King's contribution to the CRM in terms of his leadership, role in the Montgomery bus boycott, his pacifist approach and inspirational speeches.*

**LEVEL 3 More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained.** [5-6]

*Eg: Answers may tend to describe his contribution and importance but there will be a more direct attempt to analyse his role in the CRM, his appeal to a broad audience of both black and white Americans, his gaining of presidential support and how he stirred the conscience of a nation.*

**LEVEL 4 Detailed and accurate analysis of key issue providing a fully substantiated explanation.** [7-8]

*Eg: Answers should focus on his pivotal role in the SCLC and CRM and how he articulated the hopes and dreams of a nation in his speeches particularly in Washington in 1963 which is seen as the high spot of the CRM. There should be reference to and examples of his Christian, pacifist approach and how he brought together disparate groups within the CRM while broadening the appeal of the movement and universalising it.*

### QUESTION 3

#### Question 3(a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Outline the main features of America`s role in the war in the Pacific.** [5]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer with a weak or implied point made.** [1]

*Eg: Answers will refer to the USA`s entry into the Second World War following Pearl Harbor and/or the ending of the war with the dropping of the atomic bombs.*

**LEVEL 2 A more detailed and accurate description.** [2-3]

*Eg: Answers will refer to the USA`s entry into war and to warfare at sea involving battleships and air-craft carriers. There may be mention of Japanese expansion in the Pacific and to US gains culminating in the dropping of atomic bombs on Hiroshima and Nagasaki.*

**LEVEL 3 A fully detailed and accurate description.** [4-5]

*Eg: Answers will refer to the USA`s entry into war and to the nature of warfare with specific reference to sea battles such as Coral Sea, Midway and Leyte Gulf and fighting on land at Guadalcanal, Manila, Iwo Jima and Okinawa. There may be reference to US island hopping` and to the ending of the war with the dropping of atomic bombs on Japan.*

**Question 3(b)**

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why relations between the USA and the USSR had changed from 1945 to the mid 1950s.** [7]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

*Eg: Source A shows Russian and American soldiers greeting each other as friends in 1945 whereas Source B says that by the 1950s they had become enemies and were threatening war.*

**LEVEL 2 Accurate answer which begins to address the question.** [3-5]

**Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.**

*Eg: Source A shows that American and Russian soldiers fought together against Germany during the Second World War whereas Source B shows that they had become bitter enemies in the 1950s and were making weapons and threatening war. This happened because of the Cold War.*

**Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).**

*Eg: Source A shows that the USA and USSR were united in war against Germany and the euphoria of meeting up as victors near the end of the war whereas Source B says that the relationship had changed and by the 1950s both had become bitter enemies. Answers will begin to explain why relations deteriorated because of post-war superpower rivalry.*

**LEVEL 3 Answer addresses the question clearly.** [6-7]

**Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.**

**Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.**

*Eg: Answers will focus on how the war-time allies became post-war enemies. Answers at this level will refer to the different political ideologies and how both emerged from the war as distrustful superpowers. Answers at this level should refer to Cold War suspicions and events, the build up of weapons, threats of war and to alarm at Soviet influence in Eastern Europe leading to the Truman Doctrine which adopted a policy of containment of communism.*

**Question 3(c)**

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>6</b>	

Question **How important was the Vietnam War to American foreign policy?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer, with weak or implied points made.** [1-2]

*Eg: the USA lost the war and did not want to get involved in the affairs of other countries.*

**LEVEL 2** **Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen.** [3-4]

*Eg: Answers may be confined to descriptions of the events and results of the war in terms of defeat and the realisation that even with vast military reserves, the USA could not defeat the Vietcong and stop the spread of communism in S.E. Asia.*

**LEVEL 3** **More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained.** [5-6]

*Eg: Answers may tend to describe the reasons for defeat but with a more direct attempt to analyse the importance of the Vietnam war at the beginning of hostilities as a means of combatting communism in S.E. Asia, how public opinion to the war changed and how defeat dented national pride causing the USA to re-think its foreign policy and pursue détente and the need to forge closer relations with the USSR and China.*

**LEVEL 4** **Detailed and accurate analysis of key issue providing a fully substantiated explanation.** [7-8]

*Eg: will build on L3 responses and focus in greater depth on the military and political importance of the Vietnam War. There should be reference to how the USA with its vast military superiority could not defeat the Vietcong and how the policy of containment was in shatters and worsened by the establishment of communist regimes in Laos and Cambodia. There should be a judgement that the war did much to lessen the USA's importance and influence in foreign affairs leading to détente and the need to consider different diplomatic strategies and the consequences. There may be reference to the Nixon Doctrine and the unwillingness to be drawn into other conflicts, a policy that was continued by Carter and reversed by Reagan.*

## QUESTION 4

### Question 4

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
15	4	8	3

Question: **How far did life for people in America change between 1930 and 2000?** [12+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**      **Generalised answer; basic response which offers little support.** [1-3]

*Eg: America came out of depression and became a very rich country following the Second World War and throughout the rest of the century.*

**LEVEL 2**      **Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed.** [4-6]

**Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.**

**Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change.**

**Award the higher mark for the degree of understanding of change and continuity over the period.**

*Eg: Candidates may focus on change in one period of America in the twentieth century, for example, the 1930s with references to the Depression and the New Deal. Alternatively candidates may provide a poor outline of change in the USA across the period with brief references to the scaffold and very little development and little attempt to differentiate between the impact that these changes had on different groups of Americans or on society as a whole.*

**LEVEL 3**      **Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed.** [7-9]

**Award 7marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity**

**Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.**

**Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.**

*Eg: Candidates may provide highly differentiated responses discussing the impact of change on various groups including women, black people, young people, minority groups, different social classes and so on but fail to cover the whole period. Alternatively, candidates may provide good chronological accounts of political, economic and social change in the USA across most of the period. There will be little attempt however to differentiate between the experiences of different groups of Americans and only limited comment on which were the most significant changes in American society in this period.*

**LEVEL 4**      **Answers will demonstrate understanding of the period through developed and well- substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

**Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of importance; the answer must build on very good chronological coverage.**

**Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss the extent of change and continuity; there will be recognition of the varying impact of change.**

**Award the higher mark for the degree of understanding of change and continuity over the period.**

*Eg: Candidates will provide good chronological accounts of the development of the USA across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the most significant political, economic and social changes, and differentiate more effectively on how change impacted on different groups of Americans. Candidates may comment on the contrast between urban and rural America, the varying impact of change on different racial groups, the contrast between North and South and between different social classes.*

**Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## QUESTION 5

### Question 5

<i>Target</i>	<i>Selection of knowledge; evaluation of key concepts; quality of written communication</i>		
<i>Mark allocation:</i>	AO1	AO2	SPaG
15	4	8	3

Question: **How much did black Americans benefit from changes in American society between 1930 and 2000? [12+3]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; basic response which offers little support. [1-3]**

*Eg: life got better for many black Americans because they gained the vote and gained more acceptance.*

**LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]**

**Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.**

**Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change.**

**Award the higher mark for the degree of understanding of change and continuity over the period.**

*Eg: Candidates may focus on the improvement in the lives of black Americans in one period only, for example the development of Civil Rights in the 1950s and 1960s. Alternatively candidates may provide a poor outline of improvement across the period with brief references to the scaffold and very little development.*

**LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]**

**Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity.**

**Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.**

**Award 9marks for a clear attempt to discuss the named issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.**

*Eg: Candidates may provide differentiation and / or comment on the pace of change in the improvement of black society in different periods but coverage of the period will be incomplete. Alternatively, candidates may provide good chronological accounts of the political, economic and social improvements of black people in the USA across the period. There will be some attempt to comment on the varied experiences of different groups of black people and the uneven pace of change in different periods. There will also be an attempt to identify the most important factors that led to improvement.*

**LEVEL 4**      **Answers will demonstrate understanding of the period through developed and well- substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

**Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of importance; the answer must build on very good chronological coverage.**

**Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss the extent of change and continuity; there will be recognition of the varying impact of change.**

**Award the higher mark for the degree of understanding of change and continuity over the period.**

*Eg: Candidates will provide good chronological accounts of improvements in the lives of black society in the USA across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the most significant factors that led to improvement. Candidates will also begin to differentiate more effectively between the varied experiences of different groups of black Americans by class, gender and geographical location. Candidates will also appreciate that change and improvement was not equal to that of whites across much of the period and that the pace of change and the extent of improvement for black people varied in different periods.*

**Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## QUESTION 6

### Question 6

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
15	4	8	3

Question: **How much did America's relations with other countries change between 1930 and 2000?** [12+3]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1**      **Generalised answer; basic response which offers little support.**      [1-3]

*Eg: The USA was an important military power and became a superpower after the Second World War.*

**LEVEL 2**      **Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed.**      [4-6]

**Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.**

**Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change.**

**Award the higher mark for the degree of understanding of change and continuity over the period.**

*Eg: Candidates may concentrate on one period only, for example the USA's foreign policy during the Cold War. Alternatively, candidates may provide a poor outline of American foreign policy across the period and American attempts to promote its position in the world, with brief references to the scaffold and very little development.*

**LEVEL 3**      **Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed.**      [7-9]

**Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity**

**Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.**

**Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups**

*Eg: Candidates may appreciate the shifting nature of US foreign policy together with varied attempts to promote its position in the world but fail to cover the whole period. Alternatively, candidates may provide a good chronological account of the main events of US foreign policy across the period with some attempt to focus on the shift from pre-1945 isolationism through to post-war interventionism and the containment of communism together with changes in relations between the superpowers in the 1970s and 1980s.*

**LEVEL 4**      **Answers will demonstrate understanding of the period through developed and well - substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

**Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of importance; the answer must build on very good chronological coverage.**

**Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss the extent of change and continuity; there will be recognition of the varying impact of change.**

**Award the higher mark for the degree of understanding of change and continuity the period.**

*Eg: Candidates will provide a good chronological outline of US foreign policy across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the shifts in foreign policy from isolationism to interventionism and containment and the varying ways in which it attempted to promote itself in world affairs across the period. They should also discuss the crucial importance of the Second World War in re-orientating American foreign policy and the part it played in turning the USA into a nuclear superpower. Within the context of the Cold War candidates will recognise changes from deterrence to détente as a way of promoting its international position, and the way in which US relations improved with some countries and deteriorated with others at different times.*

**Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.**

<b>Level</b>	<b>Performance descriptions</b>
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.