

## **GCSE**

### **History A (Explaining the Modern World)**

#### **J410/06: The USA 1919-1948: The people and the state**

General Certificate of Secondary Education

### **Mark Scheme for June 2023**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.











9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Extendable horizontal wavy line
	1681	BP	Blank page
	151	Highlight	Highlight

## 1. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader/PE.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

## Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme

<b>High performance</b> <b>4–5 marks</b>	<ul style="list-style-type: none"><li>• Learners spell and punctuate with consistent accuracy</li><li>• Learners use rules of grammar with effective control of meaning overall</li><li>• Learners use a wide range of specialist terms as appropriate</li></ul>
<b>Intermediate performance</b> <b>2–3 marks</b>	<ul style="list-style-type: none"><li>• Learners spell and punctuate with considerable accuracy</li><li>• Learners use rules of grammar with general control of meaning overall</li><li>• Learners use a good range of specialist terms as appropriate</li></ul>
<b>Threshold performance</b> <b>1 mark</b>	<ul style="list-style-type: none"><li>• Learners spell and punctuate with reasonable accuracy</li><li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li><li>• Learners use a limited range of specialist terms as appropriate</li></ul>
<b>No marks awarded</b> <b>0 marks</b>	<ul style="list-style-type: none"><li>• The learner writes nothing</li><li>• The learner's response does not relate to the question</li><li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li></ul>



**Awarding Spelling, Punctuation and Grammar and the use of specialist terminology to scripts with a scribe coversheet**

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
  - i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at who [srteam@ocr.org.uk](mailto:srteam@ocr.org.uk) can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

### International Relations: the changing international order 1918–c.2001

#### 1. Outline how the USA took action against the spread of communism around the world in the 1960s.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
<b>Additional Guidance</b>	All content is indicative only and any other correct examples should also be credited.

Levels	Indicative content	Marks
<b>Level 3</b>  Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is presented as a narrative that shows a clear understanding of the sequence or concurrence of events.	Level 3 answers will typically <b>develop in detail two examples</b> of US action against the spread of communism around the world in the 1960s  <i>The USA took action in the 1960s by trying to remove the communist leader of Castro through the Bay of Pigs invasion (2). Although it failed, the US did not give up and tried many ways to assassinate Castro to overthrow his regime (3). They also got involved in war in Vietnam to keep the Northern communists and vietcong from overthrowing the capitalist leaders of South Vietnam (4). They trained the army in the south and sent hundreds of thousands of their own ground troops to fight against the communists (5).</i>  <b>Nutshell: Develops TWO identification/example- rationale or actions</b> <b>NB 4 marks if L2 example only gained 2 marks.</b>	<b>4–5</b>
<b>Level 2</b>  Response demonstrates some accurate knowledge and understanding that is relevant to the question. This is presented as a narrative that shows some understanding of the sequence or concurrence of events.	Level 2 answers will typically <b>develop in detail one example</b> of US action against the spread of communism around the world in the 1960s.  <i>e.g. In the 1960s the USA began to take military action in <b>Vietnam</b> where they feared the communist North would take over the capitalist South (2). They did this using Operation Rolling Thunder, including dropping napalm and Agent Orange to reveal Vietcong bases.(3).</i>  <b>Nutshell: Develops ONE identification/example- rationale or actions</b> NB: Do not credit generic issues at this level (such as 'containment') unless linked to specific US actions in the 1960s. NB: 2 identified examples about Cuba are possible: Bay of Pigs AND CMC	<b>2–3</b>
<b>Level 1</b>  Response includes some knowledge that is relevant to the question.	Level 1 answers will typically <b>outline very simply one or more actions</b> or <b>arenas</b> of involvement in the 1960s e.g.  <i>Got involved in Vietnam.            Launched the Bay of Pigs            Put sanctions on Castro.            They put a naval blockade on Cuba.            They took action against the spread of communism around the world in the 1960s by standing up to the communists            The USA followed the policy of containment            They used napalm.            USA put money into non-communist countries to encourage them to resist communism.</i>  <b>Nutshell: SIMPLE identifications of arena or action.</b>	<b>1</b>
<b>Level 0</b> No response or no response worthy of credit.	<b>DO NOT CREDIT</b> Marshall Plan, Berlin Blockade and Airlift, Berlin Wall.	<b>0</b>

## 2. Explain why there was tension in Europe in the 1930s.

Levels	Indicative content	Marks
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically <b>identify two reasons for tension and explain</b> them e.g.</p> <p><i>Hitler came to power in the 1930s and took aggressive action to make Germany stronger. He left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland, which was forbidden under the terms of the Treaty of Versailles. <b>This made France feel threatened as there were now German troops stationed on her border.</b> (8 marks)</i></p> <p><i>The League of Nations was weak in the 1930s and countries lost confidence in it. For example, in the Manchurian and Abyssinian invasions, the aggressive actions of dictators were not challenged. This encouraged Hitler to think that he could get away with more, <b>which led to tensions with Britain and France when Hitler demanded the Sudetenland.</b> (10 marks)</i></p> <p><b>Nutshell: Explains how TWO issues cause tension.</b>  <b>NB: Lower mark for threshold answer.</b></p>	<b>9–10</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically <b>identify and explain why one reason caused tension</b> e.g.</p> <p><i>Hitler came to power in the 1930s and took aggressive action to make Germany stronger. He left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland, which was forbidden under the terms of the Treaty of Versailles. <b>This made France feel threatened as there were now German troops stationed on her border</b> (8 marks).</i></p> <p><b>Nutshell: Explains how ONE issue causes tension</b>  <b>NB: Lower mark for threshold answer.</b></p>	<b>7–8</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically <b>identify and describe one or more causes of tension but will not explain how they caused tension</b> e.g.</p> <p><i>Hitler came to power in the 1930s and took aggressive action to make Germany stronger. He left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland, which was forbidden under the terms of the Treaty of Versailles. (6 marks)</i></p> <p><b>Nutshell: Identify and describe causes of tension. 1 mark for each.</b></p>	<b>5–6</b>
<b>Level 2</b>	Level 2 answers will typically contain <b>description of events linked</b> to the tension in the 1930s e.g..	<b>3–4</b>

<ul style="list-style-type: none"> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p><i>Hitler left the League of Nations in 1934, reintroduced conscription in 1935, and in 1936 German troops marched into the Rhineland.</i></p> <p><b><u>Alternative L2: Identifies reasons with no further development</u></b></p> <p><i>Hitler came to power and broke the Treaty of Versailles</i></p> <p><i>Appeasement encouraged Hitler.</i></p> <p><i>Failure of the League encouraged Hitler.</i></p> <p><i>Depression led to a breakdown in cooperation.</i></p> <p><i>Treaty of Versailles led to Hitler's election.</i></p> <p><i>Rhineland/ Sudetenland crisis</i></p> <p><i>Rearmament/ Anschluss</i></p> <p><i>Invasion of Poland</i></p> <p><i>Hoare Laval Pact/ Spanish civil war/ Stresa Front</i></p> <p><i>The fear of the spread of communism across Europe</i></p> <p><b>Nutshell: Identified cause of tension. 1 mark for each.</b></p>	
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<p>Level 1 answers will typically assert general reasons e.g.</p> <p><i>Dictators threatened peace.</i></p> <p><i>Hitler came to power.</i></p> <p><i>Mussolini's actions.</i></p> <p><i>Treaty of Versailles.</i></p> <p><i>Failure of League</i></p> <p><i>Manchurian/Abyssinian invasion</i></p> <p><i>Great depression</i></p> <p><i>Appeasement</i></p> <p><i>Hitler came to power</i></p> <p><b>Nutshell: Generalised reasons</b></p>	1–2
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		0

3. Study Interpretation A. Do you think this is a fair comment on the British policy of appeasement? Use other interpretations of the events of 1937–1939 and your knowledge to support your answer.

<b>Assessment Objectives</b>	AO4 (a and d): Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. [20] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.


Levels	Indicative content	Marks
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response has a full and thoroughly developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a convincing and substantiated judgement of the interpretations in the context of historical events studied to answer the question.</li> <li>The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> </ul>	<p><b>Level 5</b> answers will typically argue that Interpretation A is <b>fair/unfair</b> supported by <b>developed use of two other</b> interpretations e.g.</p> <p><i>A is praising Chamberlain and saying he has done a good job with appeasement and saved the country from war. Some historians would say this is unfair, for example those who support the <b>popular political view</b>. They would have criticised it, so I don't think Interpretation A is fair. A book was written during the war by a group calling themselves Cato, and they argued that appeasement was a foolish policy and that Chamberlain was a coward for giving in to Hitler's demands instead of standing up to him. <b>Their view was that by appeasing Hitler at Munich Chamberlain actually encouraged him to make greater demands, and that Chamberlain should have been more aware of Hitler's ambitions, by reading Mein Kampf.</b> (20)</i></p> <p><i>I think Interpretation A could also be a fair comment, since <b>revisionist historians</b> also praised Chamberlain's actions. They argued that Britain was <b>neither economically nor militarily powerful enough</b> to stand against Hitler's Germany in 1938 <b>and appeasement was the right policy</b> in order to give Britain time to rearm fully to confront Germany at a later date. They would argue that Chamberlain's 'refusal to give in' at Munich bought Britain enough time to stand against Nazi Germany when war did come, which suggests that Interpretation A is fair. (25)</i></p> <p><b>Nutshell: Developed use of 2 other interpretations to support / challenge Interpretation A.</b> NB: Answers at this level can be one-sided or balanced.</p>	<b>21–25</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a fully supported judgement of the interpretations in the context of historical events studied to answer the question.</li> <li>The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> </ul>	<p><b>Level 4</b> answers will typically argue that Interpretation A is <b>fair/unfair</b> supported by <b>developed use of one other</b> interpretation e.g.</p> <p><i>A is praising Chamberlain and saying he has done a good job with appeasement and saved the country from war. Some historians would say this is unfair, for example those who support the <b>popular political view</b>. They would have criticised it, so I don't think Interpretation A is fair. A book was written during the war by a group calling themselves Cato, and they argued that <b>appeasement was a foolish policy and that Chamberlain was a coward for giving in to Hitler's demands instead of standing up to him.</b> (18)</i></p> <p><b>Nutshell: Developed use of ONE interpretation to support / challenge Interpretation A.</b></p>	<b>16–20</b>

<b>Level 3</b> <ul style="list-style-type: none"> <li>The response has some analysis and evaluation of the given interpretation and of other interpretations studied and uses this to make a partially supported judgement of the interpretations in the context of historical events studied to answer the question.</li> <li>The response demonstrates accurate knowledge and understanding that is relevant to the question.</li> </ul>	<p><b>Level 3</b> answers will typically argue that Interpretation A is <b>fair/unfair</b> and support this with <b>relevant factual knowledge</b>.</p> <p><i>The newspaper from the time is praising Chamberlain for avoiding war, and I think this is a fair comment based on what I know. After the terrible memories of the First World War and the impact of the Depression on Britain, the country neither wanted to fight nor had the capability to do it. People wanted to avoid the horrors of another war and this why when Chamberlain declared 'peace in our time' he was met on his return with cheering crowds and received thousands of letters praising what he had done. Because of this I'm not surprised at all by the newspaper's front page and think it's a fair comment (use of relevant factual knowledge).</i></p> <p><b>Alternative Level 3</b> answers will typically argue that Interpretation A is <b>fair/unfair</b> and <b>support this with undeveloped references to other interpretations</b> to judge fairness e.g.</p> <p><i>'A is praising Chamberlain. I don't think this is a fair comment because <b>post revisionist historians would disagree</b> and they criticised Chamberlain.'</i></p> <p><b>Nutshell: Valid argument based on contextual knowledge OR valid but undeveloped use of interpretation(s)</b></p>	<b>11–15</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>The response has some analysis and evaluation of the given interpretation and limited evaluation of other interpretations studied, and links this to a judgement of the given interpretation in the context of historical events studied to answer the question.</li> <li>The response demonstrates some knowledge and understanding that is relevant to the question.</li> </ul>	<p><b>Level 2</b> answers will typically <b>correctly describe relevant interpretations without a valid argument</b> on the question of <b>fairness</b> e.g.</p> <p><i>The revisionist view would say this is fair. They argued that Britain was not ready for war and did not have a strong enough military. <b>[does not tell us what A is saying which revisionists would disagree with]</b></i></p> <p><i>Historians writing straight after the war were critical of Chamberlain. Cato set this off by saying that appeasement was a foolish and cowardly policy. Ones writing in the 1960s thought he did the best job he could have done. <b>(No source/no fairness argument)</b>.</i></p> <p><b>Nutshell: No or misunderstood A/ Shows knowledge of interpretations but fails to address question of fairness validly.</b></p>	<b>6–10</b>
<b>Level 1</b> <ul style="list-style-type: none"> <li>The response has a basic analysis of the given interpretation and evaluates it in terms of the question. Other interpretations may be mentioned but there is no analysis or evaluation of them.</li> <li>The response demonstrates basic knowledge that is relevant to the topic of the question.</li> </ul>	<p><b>Level 1</b> answers will typically demonstrate <b>understanding of Interpretation A</b> and/ OR offer <b>undeveloped or unsupported assertions</b> about fairness e.g.</p> <p><i>Interpretation A is praising appeasement.</i>  <i>'The Sketch' thinks Chamberlain was a great man.</i></p> <p><i>This Interpretation is fair because I agree that Chamberlain refused to give in.</i>  <i>This Interpretation is wrong. Chamberlain made a big mistake with appeasement..... (usually lots more contextual knowledge of events but not historians' views)</i></p> <p><b>Nutshell: Shows understanding of A OR unsupported assertions about fairness.</b></p>	<b>1–5</b>
<b>Level 0</b>		<b>0</b>



No response or no response worthy of credit.		
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4. Study Interpretation B. Explain why **not** all historians and commentators have agreed with this interpretation. Use other interpretations and your knowledge to support your answer.

<b>Assessment Objectives</b>	AO4 (a, b and c): Analyse individual interpretations and how and why interpretations differ. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level

Levels	Indicative content	Marks
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response analyses the given interpretation, and compares and contrasts a range of aspects of the given interpretation with aspects of other interpretations studied, to produce a thorough, detailed analysis of how the interpretations differ.</li> <li>There is a fully supported and convincing analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate.</li> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically provide developed explanations of <b>how</b> historian(s) or commentator(s) from <b>two</b> periods have disagreed with particular aspect(s) of Interpretation B and explain <b>why</b> at least <u>one of them</u> disagrees, e.g.</p> <p><i>In Interpretation B, Gaddis is arguing that the United States and the Soviet Union were responsible for the beginnings of the Cold War because the things that drove them were so different they were bound to clash. The two sides misunderstood each other.</i></p> <p><b>Orthodox</b> historians would have disagreed with Gaddis. <b>Writing in the 1940s and 1950s, they argued that the USSR was responsible for the Cold War because of their aggressive attempts to expand Communism across Eastern Europe after the Second World War. Bailey argued that the USA wanted world revolution.</b></p> <p><i>These historians were influenced by fear of persecution during the 'Red Scare' of that time, and were anxious to avoid being victimised at the hands of men like McCarthy, so wrote their accounts in such a way as to follow the anti-Soviet position of the American government. This 'self-censorship' was typical of many American historians of the time. (HOW and WHY)</i></p> <p><i>Another group of historians that would have disagreed with Gaddis were those writing in the 1960s. Many of these – including American historians – believed that the USA should shoulder the sole responsibility for the Cold War because of their aggressive attempts to control Europe through economic domination, such as the Marshall Plan. They wrote at the time of the Vietnam war. (HOW)</i></p> <p><b>Nutshell: Valid explanation of how views from two periods disagree, with explanation as to why at least one of these disagrees, eg HW H</b></p>	<b>17–20</b> 



<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>The response analyses the given interpretation, and compares and contrasts some aspects of the given interpretation with aspects of other interpretations studied, to produce an analysis of how the interpretations differ.</li> <li>There is a supported analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate.</li> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will explain <b>how or why</b> historians from <b>two</b> different periods agree or disagree with particular aspect(s) of interpretation B.  <b>OR</b> will explain <b>how and why</b> historians from <b>the same</b> period agree or disagree.</p> <p><i>Gaddis argued that the USA and USSR bear <b>joint responsibility</b> for the Cold War because their attitudes were so different they were bound to clash. Historians writing at the start of the Cold War – especially ones from the United States itself – would have disagreed and argued that the USSR’s aggressive actions in Eastern Europe (rigging elections and other methods to ensure communist governments dominated) were the cause and that American actions were a response to that (<b>HOW</b>) On the other hand, many historians writing after the fall of the Soviet Union would agree with Gaddis. When the Cold War ended, western historians gained access to many Soviet sources for the first time, and found evidence among these sources that suggested either superpower could be held responsible for the conflict (Stalin acted provocatively and the USA overreacted), and so argued that both were to blame. (<b>WHY</b>)</i></p> <p>OR</p> <p><i>Gaddis says that ‘both’ Russia and America were responsible for starting the Cold War. One group of historians that would have disagreed with Gaddis were those writing in the 1960s. Many of these – including American historians – believed that the USA should shoulder the sole responsibility for the Cold War because of their aggressive attempts to control Europe through economic domination, such as the Marshall Plan. They based this understanding on looking at how the USA was acting in Vietnam in the 1950s and 60s, where the USA used a very aggressive approach to contain communism. (<b>HOW and WHY</b>)</i></p> <p><b>Nutshell: 2H different periods or 2W different periods or H+W same period or H+W different periods</b></p>	<p><b>13–16</b></p> 
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of other interpretations studied, to produce a partial analysis of how the interpretations differ.</li> <li>There is some analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate.</li> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p><b>Level 3</b> answers will typically explain <b>how</b> historian(s) and commentator(s) <b>from one period</b> disagree with particular aspect(s) of Interpretation B</p> <p>OR will explain valid reasons <b>why</b> historians from one period <b>disagrees</b> e.g.</p> <p><i>Gaddis says that ‘both’ Russia and America were responsible for starting the Cold War. <b>American</b> historians <b>writing in the early years of the Cold War</b> would have disagreed with him. These <b>orthodox</b> historians would have argued that the USSR was responsible for the Cold War <b>because of their aggressive attempts to expand Communism across Europe after the Second World War</b>, by rigging elections and other methods to ensure communist governments dominated. (HOW-11 marks)</i></p> <p>OR</p> <p><i>Historians writing in the USSR would not have accepted Gaddis’ view as he blames the USSR as well as USA. <b>This was because</b> there was <b>no freedom of speech in the USSR</b> during the Cold War and historians who <b>criticised the USSR’s actions would have been punished</b> by the government, so they were bound to blame the US for the Cold War. Many would also have been affected by <b>the general mood of anti-US</b> feeling in the USSR. (WHY- 12 marks)</i></p>	<p><b>9–12</b></p> 

<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of at least one other interpretation studied, to show how the interpretations differ.</li> <li>There is a basic explanation of why the given interpretation and the other interpretation(s) differ, explained in terms of when the interpretations were created and their place within the wider historical debate.</li> <li>Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p><b>Nutshell: Explains How or Why one group disagrees.</b></p> <p><b>Level 2</b> answers will typically <b>identify historian(s)</b> who have disagreed with Interpretation B but fail to explain how or why</p> <p><i>I don't think orthodox historians would have agreed with what Gaddis says in Interpretation B.</i></p> <p><i>Revisionists would not have agreed either.</i></p> <p><b>Alternative Level 2</b> will provide an overview of the <b>historiography</b> but <b>not examine interpretation B, or misunderstand it</b> e.g.</p> <p><i>Blame for starting the Cold War has changed over time. At the start of it, the orthodox view was that the USSR was responsible. Later, revisionist historians blamed the USA and then even later on there were post-revisionists who blamed both countries.</i></p> <p><b>Nutshell: Identifies historians / schools of thought / periods but fails to address Interpretation B correctly</b></p> <p>NOTE: The term 'many historians' or similar expressions is usually not sufficient for L2 as its too unspecific- a time period, school of thought or a named historian needed UNLESS it is clear from what the candidate says that they are describing a specific school of thought. However, if the candidate correctly describes a school of thought but mislabels/offers an incorrect time period then this level is possible if the description is strong enough, although a lower mark within the level would be more likely.</p>	<p><b>5-8</b></p> 
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response compares the candidate's own knowledge and understanding to the interpretation, or uses knowledge and understanding of the time in which it was created, to analyse the given interpretation.</li> <li>There is no consideration or no relevant consideration of any other interpretations.</li> <li>Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent.</li> </ul>	<p>Level 1 answers will typically make <b>general assertions</b> about Interpretation B or <b>give their own critique</b> of it e.g.</p> <p><i>Gaddis is blaming both.....</i></p> <p><i>I disagree because I think the USSR was to blame for the Cold War.</i></p> <p><i>Other historians blamed one of the two countries for starting the Cold War, not both.</i></p> <p><i>I disagree because the USSR alone was to blame. In Berlin Stalin blocked off the land routes. That was a terrible thing to do. People could have starved.</i></p> <p><b>Nutshell: General assertions/own critique</b></p> <p>NOTE: Award at this level if candidates give their own critique of B (i.e. not the views of other historians). This may well be phrased as 'other historians' but is in fact the candidate's own view using contextual knowledge.</p>	<p><b>1-4</b></p> 
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		

**Section B**  
**The USA 1919–1948: The People and the State**

5. Describe **one** organisation that tried to improve the lives of African Americans in the 1920s.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
<b>Additional Guidance</b>	All content is indicative only and any other correct examples should also be credited. 2 egs or one eg explained= 2 marks.

<b>Levels</b>	<b>Indicative content</b>	<b>Marks</b>
N/A  Points marking	<p><i>The NAACP had been established in 1919 and membership grew in the 1920s [1]. It campaigned to end racial segregation [+1].</i>  <i>Campaigned to get laws passed against lynching [+1]</i>  <i>Campaigned to raise awareness of mistreatment [+1]</i>  <i>Fight for political equality [+1]</i>  <i>Helped/funded African Americans to go to university [+1] start businesses [+1] access healthcare [+1] access education [+1]</i></p> <p><i>OR</i></p> <p><i>The UNIA was established [1]. It helped African Americans set up businesses [+1].</i>  <i>Marcus Garvey's organisation (+1). Set up a shipping line to support African-American trading interests (+1)</i>  <i>Helped African Americans escape racism by emigrating to Africa (+1)</i></p> <p><i>OR</i></p> <p><i>Harlem Renaissance- 'New Negro Organisation'[1] Promoted and encouraged representation of African American culture and voice through song/poetry (+1)</i></p> <p><b><i>Nutshell:</i></b> <i>needs organisation and/or specific action. Limited to one mark if can't name the organisation, but accurately describe their actions.</i></p>	<b>2</b>

6. Explain **two** reasons for the success of the American economy in the 1920s.

<b>Assessment Objectives</b>	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]  AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<b>Level 5</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 5 answers will typically identify <b>two or more</b> reasons for the 1920s economic success and <b>explain them fully</b> e.g.</p> <p><i>One of the reasons for the 1920s economic success was that rich businessmen exploited the USA's natural resources. Rockefeller owned Standard Oil, which he had created by buying up lots of different oil companies to produce a single standard fuel. This came hand-in-hand with demand for cars and so the oil business boomed.</i></p> <p><i>Andrew Mellon put a lot of money into supporting new industries, such as aluminium. Mellon helped to found and fund ALCOA which became one of the world's leading producers of aluminium. These industries generated a huge amount of wealth in the US.</i></p> <p><i>Republican Party policies also contributed to an economic success in the 1920s. In 1922 the Republicans placed import tariffs on foreign goods through the Fordney-McCumber Tariff. This allowed American companies to grow more rapidly as it was easier for them to sell their goods. Actions like this were part of the Republicans' 'laissez-faire' policy. They wanted big businesses to act without government intervention as they thought this would stimulate growth. This approach resulted in industrial growth doubling in the 1920s.</i></p> <p><b>THRESHOLD ANSWERS</b></p> <p><i>One of the reasons for the 1920s economic success was that rich businessmen exploited the USA's natural resources. Lots of different oil companies were bought up to form Standard Oil. Due to the demand for cars this meant the oil business boomed.</i></p>	<b>9–10</b>

	<i>Republican Party policies also contributed to an economic boom. The Republicans placed tariffs on foreign goods which made it easier American companies to sell their goods. This resulted in industrial growth doubling in the 1920s.</i>	
<b>Level 4</b> <ul style="list-style-type: none"> <li>Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li>This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 4 answers will typically identify <b>one</b> reason for the 1920s economic boom and <b>explain it fully</b> e.g.</p> <p><i>The 1920s economic boom happened because of how rich businessmen were exploiting the USA's natural resources. Rockefeller owned Standard Oil, which he had created by buying up lots of different oil companies to produce a single standard fuel. This came hand-in-hand with demand for cars and so the oil business boomed.</i></p> <p><i>Andrew Mellon put a lot of money into supporting new industries, such as aluminium. Mellon helped to found and fund ALCOA which became one of the world's leading producers of aluminium. These industries generated a huge amount of wealth in the US.</i></p>	<b>7–8</b>
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response demonstrates accurate knowledge and understanding that is relevant to the question.</li> <li>This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 3 answers will typically <b>identify and describe</b> one or more reasons for the 1920s economic success e.g.</p> <ul style="list-style-type: none"> <li><i>Lots of countries owed money to America after the First World War. America had also sold a lot of weapons and equipment to the Allies during the war itself.</i></li> <li><i>America's natural resources were exploited. Rockefeller created Standard Oil by buying up lots of smaller oil companies.</i></li> <li><i>The Republicans introduced tariffs on foreign goods to help American companies.</i></li> <li><i>Low taxes introduced by the Republicans gave people more money to spend.</i></li> <li><i>Low taxes gave businesses bigger profits.</i></li> <li><i>The government believed in laissez faire which helped businesses make profit.</i></li> <li><i>New industries like advertising and hire purchase helped sell more.</i></li> <li><i>A 'spend not save mentality' and consumer culture helped businesses sell more.</i></li> </ul>	<b>5–6</b>

<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates some knowledge and understanding that is relevant to the question.</li> <li>• This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.</li> </ul>	<p>Level 2 answers will typically contain <b>description of events</b> that is linked to the 1920s economic success e.g.</p> <ul style="list-style-type: none"> <li>- <i>There was a boom in the steel industry in the 1920s.</i></li> <li>- <i>Businessmen supported American industries.</i></li> <li>- <i>America had loaned money to European countries in World War One and could now call it back</i></li> </ul> <p><i>Alt L2- Just ID of reason for success of US economy in the 1920s:</i></p> <ul style="list-style-type: none"> <li>- <i>Henry Ford and the Production Line</i></li> <li>- <i>Importance of the car and manufacturing</i></li> <li>- <i>Wider range of consumer goods were available.</i></li> <li>- <i>Stock market speculation</i></li> <li>- <i>The First World War helped America become rich.</i></li> <li>- <i>Republican Policies such as tariffs</i></li> </ul>	<p><b>3–4</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• Response demonstrates basic knowledge that is relevant to the topic of the question.</li> <li>• There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> </ul>	<p>Level 1 answers will typically contain <b>general</b> points e.g.</p> <p><i>Industries grew in America in the 1920s.</i>  <i>The First World War</i>  <i>Because of Republican Policies</i>  <i>The changing role of women</i>  <i>New Industries</i></p>	<p><b>1–2</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

7a. Study Source A. **What is the cartoonist's message?**

<b>Assessment Objectives</b>	AO3 (a): Analyse sources contemporary to the period. [5]
<b>Additional Guidance</b>	<p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the specific question about the source.</li> </ul>	<p>Level 3 answers will typically identify the <b>view of the cartoonist</b> or its <b>message</b> and support this through effective use of <b>content AND context</b>, e.g.</p> <p><i>The cartoonist is being critical of Hoover and his claim that 'prosperity is just around the corner'. In the cartoon, America, portrayed as Uncle Sam, is being struck down and hurt by the idea that 'prosperity' will return. Until 1932 Hoover repeated this phrase in the hope that it would help restore people's confidence and lead to an end to the Great Depression. As a Republican he believed that the economy worked in cycles of boom and bust, and that it was only a matter of time before the good times returned. That is why he said 'prosperity is just around the corner'. The cartoonist is mocking Hoover and his expression 'that prosperity' will return naturally.</i></p> <p><b>NB: The message at L3 must be focused on a specific criticism of 'Hoover', e.g. a comment on the ironic nature of 'prosperity', his failure to effectively deal with the Depression not just 'a criticism of Hoover', which stays in L2</b></p> <p><b>NB: CK might include that there was an election coming up in 1932. This is before the Bonus Marchers Crisis, which took place in June.</b></p>	<b>4–5</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content and provenance or historical context to construct a supported argument in answer to the question about the source.</li> </ul>	<p>Level 2 answers will typically <b>identify the message of the cartoon</b> or the <b>cartoonist's view</b> and support this through effective <b>use of content OR context</b>. e.g.</p> <p><i>The message of this cartoon is that Hoover is damaging America. In the cartoon you can see that Hoover is a whirlwind that has knocked America over, in other words, damaged the American people.</i></p> <p><i>The cartoonists view is that he believes that Hoover is responsible for the suffering that America is going through. This can be seen in the Great Depression that the cartoonist sees Hoover as failing to deal with and looks at it sarcastically.</i></p> <p><b>OR, Valid identification of a sub message with support can be awarded 2 marks:</b></p> <p><i>The message of the cartoon is that The Great Depression is getting worse {2}</i></p>	<b>2–3</b>

	<p><i>OR <b>Unsupported Main Message/Cartoonists view (2 marks):</b></i></p> <p><i>The Depression is hurting Americans (2)</i></p> <p><i>The cartoon is blaming Hoover for the Depression (2)</i></p>	
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>Response analyses the source in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source.</li> </ul>	<p>Level 1 answers will typically make a <b>valid comment about the content</b> or <b>provenance</b> of the source, or <b>describe the source</b>. e.g.</p> <p><i>The source is only one cartoonist's perspective.</i></p> <p><i>The source was produced at the time of the depression/ in the year of the election.</i></p> <p><i>The source shows Hoover as a whirlwind.</i></p> <p><i>I can see a lightening bolt</i></p> <p><i>Uncle Sam has fallen over</i></p>	<b>1</b>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<b>0</b>



7b. Study Source B. Explain **how this source is useful** to a historian studying the New Deal

<b>Assessment Objectives</b>	AO3 (a): Analyse sources contemporary to the period. [5]
<b>Additional Guidance</b>	<p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
<b>Level 3</b> <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the source.</li> </ul>	<p>Level 3 answers will typically argue that the source <b>is useful and support this with a valid and relevant inference from the source</b> developed with effective use of <b>content, provenance or context</b> to support the inference e.g.</p> <p><i>This source is useful because it reveals why wealthy businessmen were opposed to the New Deal. The American Liberty League don't like the way the New Deal presents challenges to private industry. They also see it as an insult to the American system of government and go as far as to say that it will "destroy" American government. By 1936, after the Second New Deal had been launched, this type of criticism was common from businessmen. They thought that the regulations the New Deal put in place hampered businesses, and many Americans thought that the way in which the New Deal had been implemented showed Roosevelt was acting like a dictator which is hinted at in the last sentence. Therefore, this source is useful for revealing the attitudes of those who thought the New Deal was doing too much.</i></p> <p><b>NB: Content, Context or Provenance- does not need context to be able to reach 5 marks</b></p>	<b>4–5</b>
<b>Level 2</b> <ul style="list-style-type: none"> <li>Response analyses the source by using relevant detail from the source content and provenance or historical context to construct a supported argument in answer to the question about the source.</li> </ul>	<p>Level 2 answers will typically argue the source <b>is useful or not based on reliability or unsupported inferences</b>, e.g.</p> <p><i>This source is not useful because it was written by a group of wealthy businessmen who were obviously trying to push their own agenda. They criticise the New Deal for giving the government too much power but they don't look at the positives of the New Deal. The source isn't useful because it's not reliable for telling us what all Americans thought about the New Deal.</i></p> <p>OR</p> <p><i>This source is useful as it reveals attitudes towards the New Deal. The source says that the New Deal "will destroy the American system of government".</i></p> <p><b>NB: An answer that argues the source is not useful is limited to L2/2 marks</b></p>	<b>2–3</b>

<b>Level 1</b> <ul style="list-style-type: none"><li>Response analyses the source in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source.</li></ul>	Level 1 answers will typically assert the <b>usefulness of the content or provenance</b> , or give <b>relevant contextual knowledge</b> only, e.g.  <i>This source is useful because it says the New Deal was destroying the way in which America was governed.</i>  <i>OR</i>  <i>The source is not useful because it only shows us the perspective of wealthy businessmen.</i>	<b>1</b>
<b>Level 0</b>  No response or no response worthy of credit.		<b>0</b>

8.\* 'Racial tensions in the USA reduced as a result of the Second World War'. How far do you agree?

<b>Assessment Objectives</b>	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
<b>Additional Guidance</b>	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.  The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.  No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
<b>Level 5</b> <ul style="list-style-type: none"> <li>The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question.</li> <li>This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question.</li> <li>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</li> </ul>	<p>Level 5 answers will typically construct a <b>balanced and well-supported</b> argument</p> <p><i>I agree with this statement in part. Because the USA were fighting racism in Germany, racism at home was highlighted, and as result people became more aware of racial tensions and wanted to address these issues. This resulted in some progress for African Americans. Roosevelt signed Executive Order 8802 in 1941 which prohibited ethnic or racial discrimination in the defence industry. It also set up the Fair Employment Practice Committee which banned discriminatory employment practices. There was also evidence that tensions had eased within the armed forces. By 1945 there were many integrated units in the army, and shortly after the war the government ordered desegregation of all US troops. Therefore, it is clear that during the Second World War people were becoming more aware of racial tensions and attempting to address prejudice towards African Americans.</i></p> <p><i>However, although laws had been passed to try to address prejudice, this is not compelling evidence to suggest racial tensions were easing. The 1943 Detroit Race Riots, in which 34 people were killed and \$2 million of property was destroyed, were a stark reminder of the tensions in US society. Even though the government's Executive Orders 8802 and 9981 attempted to address prejudice in the workplace and army, they were met by resistance at all levels. In 1949 President Truman even had to force Kenneth Royall (who was Secretary of the US Army) into retirement after he continued to refuse to follow Executive Order 9981 to desegregate US troops.</i></p> <p><i>So, even though steps had been taken towards addressing prejudice in society, this is not clear evidence that racial tensions were easing. It could be argued that there was more being done about the racial tensions in society, and the Second World War made people more aware of these tensions, but it would be a stretch to argue that racial tensions had eased.</i></p> <p><b>NOTE: 18 marks = as below plus a clinching argument</b>  <b>16-17 marks = 4 explained points (3-1 or 2-2)</b>  <b>15 marks = 3 explained points (2-1)</b>  <b>NB: This would be a L5 answer without the conclusion, but lower in the level.</b></p>	<b>15–18</b>
<b>Level 4</b> <ul style="list-style-type: none"> <li>The response has a full explanation and analysis of the historical</li> </ul>	<p>Level 4 answers will typically set out a <b>one-sided argument</b> with support from <b>at least two</b> valid explained points <b>OR</b> construct a <b>balanced argument</b> with each side explicitly supported by <b>one explained points</b> e.g.</p>	<b>11–14</b>

<p>events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.</p> <ul style="list-style-type: none"> <li>This is supported by a range of accurate knowledge and understanding that is fully relevant to the question.</li> <li><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></li> </ul>	<p><i>I agree with this statement. Because the USA were fighting racism in Germany, racism at home was highlighted, and as result people became more aware of racial tensions and wanted to address these issues. This resulted in some progress for African Americans. Roosevelt signed Executive Order 8802 in 1941 which prohibited ethnic or racial discrimination in the defence industry. It also set up the Fair Employment Practice Committee which banned discriminatory employment practices. There was also evidence that tensions had eased within the armed forces. By 1945 there were many integrated units in the army, and shortly after the war the government ordered desegregation of all US troops. Therefore, it is clear that during the Second World War people were becoming more aware of racial tensions and attempting to address prejudice towards African Americans.</i></p> <p><b>OR</b></p> <p><i>I agree with this statement in part. Because the USA were fighting racism in Germany, racism at home was highlighted, and as result people became more aware of racial tensions and wanted to address these issues. This resulted in some progress for African Americans. Roosevelt signed Executive Order 8802 in 1941 which prohibited ethnic or racial discrimination in the defence industry. Therefore, it is clear that during the Second World War people were becoming more aware of racial tensions and attempting to address prejudice towards African Americans.</i></p> <p><i>However, although laws had been passed to try to address prejudice, this is not compelling evidence to suggest racial tensions were easing. The 1943 Detroit Race Riots, in which 34 people were killed and \$2 million of property was destroyed, were a stark reminder of the tensions in US society. This shows that racial tensions were still very high in the US.</i></p> <p><b>NB:</b> Reserve 14 marks for a clinching argument. 12 mark standard. Mark for development in addition.</p>	
<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question.</li> <li>This is supported by accurate knowledge and understanding that is relevant to the question.</li> <li><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></li> </ul>	<p>Level 3 answers will typically construct a <b>one-sided argument</b> with support from <b>one valid explained point</b> e.g.</p> <p><i>I agree with this statement in part. Because the USA were fighting racism in Germany, racism at home was highlighted, and as result people became more aware of racial tensions and wanted to address these issues. This resulted in some progress for African Americans. Roosevelt signed Executive Order 8802 in 1941 which prohibited ethnic or racial discrimination in the defence industry. Therefore, it is clear that during the Second World War people were becoming more aware of racial tensions and attempting to address prejudice towards African Americans.</i></p>	<p><b>7–10</b></p>

<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set.</li> <li>This is supported by some knowledge and understanding that is relevant to the question.</li> <li><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></li> </ul>	<p>Level 2 answers will typically <b>identify and/or describe events</b> relating to racial tensions in the USA during the Second World War e.g.</p> <p><i>The US government passed Executive Order 8802. Workplace discrimination was banned.</i></p> <p><i>During the Second World War lots of units in the US army were integrated.</i></p> <p><i>In 1943 there were riots across America. In Detroit 34 people died.</i></p> <p><i>American troops weren't all desegregated even after segregation was made illegal.</i></p> <p><i>Japanese Americans were sent to internment camps after Pearl Harbour</i></p>	<p><b>4–6</b></p>
<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.</li> <li>There is basic knowledge that is relevant to the topic of the question.</li> <li><i>The information is communicated in a basic/unstructured way.</i></li> </ul>	<p>Level 1 answers will typically make <b>general</b> assertions e.g.</p> <p><i>There was less prejudice because of the Second World War.</i></p> <p><i>The government tried to help African Americans during the Second World War.</i></p> <p><i>There was still violence in the US because of racial tensions.</i></p> <p><i>Japanese and German people faced racism in the war</i></p>	<p><b>1–3</b></p>
<p><b>Level 0</b></p> <p>No response or no response worthy of credit.</p>		<p><b>0</b></p>

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