SUMMER 2017

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

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.</td>
</tr>
<tr>
<td>Level 3</td>
<td>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</td>
</tr>
<tr>
<td>Level 4</td>
<td>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</td>
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</tbody>
</table>
### Question 1(a)

**Question:** Describe McCarthyism in the 1950s.  

**Mark Allocation:**

<table>
<thead>
<tr>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tr>
<td>5</td>
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</table>

**Target:** Recall and deployment of knowledge; understanding of key historical features

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

*Eg: Answers will say that McCarthy hunted down communists.*

**LEVEL 2**
A more detailed and accurate description.  

*Eg: Answers will refer to McCarthy’s aim to root out communists from government and other walks of life and the arrest of hundreds of people secretly working for the USSR during the Red Scare.*

**LEVEL 3**
A fully detailed and accurate description.  

*Eg: Answers will refer to McCarthy as Communist-finder General in the witch hunt against communists and others who posed a threat to the USA, the unearthing of un-American activities, Senate hearings and to how careers and lives were destroyed.*
Question 1(b)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; explanation of key concept; use of source material</th>
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<tbody>
<tr>
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**Question**

Explain why life changed for some women in the USA between the 1950s 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 a young housewife with a child in a kitchen in the 1950s whereas Source B shows that by the 1960s more women were working and sharing the responsibility for housework and raising children.*

**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 domestic scene where the woman is a homemaker, raising children and doing chores in the 1950s whereas Source B shows that more women were entering the workplace and, in some cases, earning equal pay. This happened because by the 1960s many women were taking advantage of opportunities to pursue a more fulfilling lifestyle.*

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 the traditional, domestic role of woman as a homemaker in the 1950s whereas Source B shows a change in direction by the 1960s as more women began to enter the workplace. Answers will begin to explain why attitudes began to change as women became more independent and confident as a result of increased educational opportunities in the 1950s and 1960s and to the influence of feminist organizations.*

**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 traditional, domestic idyll in suburbia in the 1950s as is clearly shown by Source A in contrast to Source B which shows that by the 1960s more women were pursuing careers for fulfilment and to maintain high living standards. Answers at this level will refer to how some women had become frustrated with their domestic role and began to seek ways of expressing themselves. There may be reference to factors such as improved educational opportunities, the liberating effect of the contraceptive pill, impact of labour-saving devices and to the influence of feminist organizations and the rejection of ‘the feminist mystique’. There may be focus on ‘some women’ and increased opportunities for middle class American women.*
Question 1(c)

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

Question: Why was the New Deal important in helping America recover from the Great Depression? [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 the New Deal being important because it helped people get work and gave money to the unemployed.

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 some of the `Alphabet Agencies` in providing employment and social reform and their importance in achieving economic recovery and stability.

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 work of the `Alphabet Agencies` and their importance in providing work and relief and so alleviating poverty but there will be a more direct attempt to analyse how the New Deal restored confidence and provided a psychological boost to the nation as part of its political, economic and social recovery. There may be reference to the need for the government to take responsibility for citizens.

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

Eg: Answers should focus on the New Deal programme in restoring confidence and hope and to its importance in the political, economic and social regeneration of the country. There should be reference to direct government action to tackle the effects of the Depression and to successes in providing work and relief. There may be reference to improvements to the infrastructure and the lasting benefits of public works schemes and to Roosevelt’s central role as a source of strength and assurance. There may be discussion about how the New Deal represented short-term thinking and it was the Second World War that ultimately lifted the USA out of depression.
**QUESTION 2**

**Question 2(a)**

<table>
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Question: **Describe the Black Power Movement.** **[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 it was led by Malcolm X who wanted black Americans to be proud of their race._

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

_Eg: Answers will refer to a movement led by Malcolm X who called for black Americans to take responsibility for their own lives while rejecting help from white Americans with recourse to violence._

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

_Eg: Answers will refer to a movement which began in the mid-1960s in large urban areas of America. There should be reference to the influence of Malcolm X and Stokely Carmichael, the advocacy of violence and race war and to the creation of a separate black state influenced by the Nation of Islam and epitomised by the Black Panthers._
Question 2(b)

<table>
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**Question:** Explain why the education of black American children had changed by the end of 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 a school for black children with poor facilities in Alabama in 1941 whereas Source B shows that by 1969 segregation in education had ended.*

**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 segregated school in Alabama in the south of the USA which looks very basic with poor resources whereas Source B shows that in 1969 the Supreme Court declared that segregation in schools was to end and that schools should integrate. This happened because of challenges to the system e.g. Brown versus Topeka and the Little Rock Nine.*

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 Jim Crow school in Alabama in the deep south in 1941 with poor facilities whereas Source B shows that in 1969 the Supreme Court ruled that there was no justification for segregated schools and they had to integrate without delay. Answers will begin to explain that even though Brown versus Topeka was a victory moves to integrate schools were hampered. There may be reference to the stand made at Little Rock High and to the intervention of the president which raised the profile of the issue of segregated education.*

**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 education as is clearly shown by Source A where the poor facilities refutes the `separate but equal` doctrine in contrast to the Supreme Court ruling of 1969 that schools had to integrate without delay as shown in Source B. Answers at this level will refer to the work of the NAACP and to landmark cases like Brown versus Topeka which led to segregation being declared illegal and unconstitutional leading to legislative changes though they were slow to implement. There may be reference to how events in the 1950s such as the stand at Little Rock High opened the eyes of America and the world to the issue and how the views of many white people were moderated leading to the integration of education.*
Question 2(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: 8 | AO1 | AO2 | AO3

Question: Why was the Second World War important in the struggle to achieve Civil Rights in the USA? [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 black Americans fighting for their country and the hope that things would improve after the war.

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

Eg: Answers may be confined to the experience of the Jim Crow Army on the war front in Europe and how black Americans thought they were fighting for a better life after the war along with the importance of two million black arms workers on the domestic front.

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 efforts during the war but there will be a more direct attempt to analyse the contribution of the Jim Crow Army and the efforts of black workers on the domestic front. There should be reference to how the war acted as a catalyst for change as black Americans launched the ‘Double V’ campaign and became more politically aware, believing that their contribution would lead to change.

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

Eg: Answers should focus on analysing the importance of the war in the struggle for civil rights by highlighting the issue of racism and discrimination in the armed forces. There should be analysis of the contribution of black Americans on the war and home fronts and how that experience leads to a prospect of change. There may be reference to Truman’s post-war support for Civil Rights and how the war stirred black consciousness and how black Americans became politicised e.g. membership of the NAACP rose from 50,000 to 450,000 and to the establishment of CORE resulting in a rise of black resistance which helped lay the foundations for the campaign for civil rights in the 1950s.
QUESTION 3

Question 3(a)

<table>
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<th>Target:</th>
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Question: Describe the tactics used by the Vietcong in the war in Vietnam. [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 the Vietcong used ambushes and tunnels.

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

Eg: Answers will refer to features of guerrilla warfare, booby traps, punji sticks, tunnelling and landmines.

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

Eg: Answers will refer to the nature of guerrilla warfare, tunnelling, booby traps, the wearing of civilian clothes and mingling with peasants, the use of the Ho Chi Minh trail and `hanging onto belts`. 
Question 3(b)

**Target:**
Recall and deployment of knowledge; explanation of key concept; use of source material

**Mark allocation:**

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<th>AO1</th>
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**Question:**
Explain why American foreign policy had changed by 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 that many Americans supported the view that America should not get involved in foreign conflicts whereas Source B shows that in 1947 the USA would involve herself directly in the affairs of other countries.*

**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 in the 1930s many Americans supported the policy of isolationism and not to involve herself in foreign affairs whereas Source B shows that in 1947 the Truman Doctrine represented a move to become directly involved in countries threatened by internal and external pressures. This happened because of the USA’s fear of the spread of communism.*

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 in the 1930s the USA followed its traditional policy of isolationism and not getting dragged into future conflicts whereas Source B is part of the Truman Doctrine that represented a change in direction after the Second World War when the president announced that the US would become more involved in world affairs. Answers will begin to explain why the reversal of policy happened by referring to the start of the Cold War and the need to combat Soviet expansion in Europe as part of the wider policy of the containment of communism.*

**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 held by many Americans that the US should continue to pursue its traditional policy of isolationism and avoid being dragged into foreign entanglements at a time when the need was to focus on internal issues as is clearly shown by Source A which is in contrast to Source B when Truman announced that the USA would become involved in the affairs of other countries which represented a turning point in US foreign policy. Answers at this level will refer to the political situation at the beginning of the Cold War and the need to intervene and use its economic and military strength to become the leader of the free world in order to combat and contain the threat of communism and avert the Domino Theory.*
Question 3(c)

Target: Recall and deployment of knowledge; analysis and evaluation of key historical concepts

Mark allocation: AO1 AO2 AO3

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<td>8</td>
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</table>

Question: Why were the 1970s and 1980s significant in changing the relationship between the USA and the USSR? [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 the need to reduce weapons and avoid war.

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

_Eg:_ Answers may refer to the need to develop better relations in the 1970s to reduce the threat of nuclear war and to the signing of agreements to limit arms. There may be reference to worsening relations in the 1980s as a result of the Soviet invasion of Afghanistan.

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 changing relations in the 1970s and 1980s but there will be a more direct attempt to analyse the reasons for détente and the imperative of reducing the threat of nuclear war, the need to make cuts in defence spending and the shift in foreign policy caused by the experience of Vietnam. There should be reference to agreements to limit arms and to how relations deteriorated in the early 1980s with Reagan's anti-communist stance and to improved relations by the end of the decade as a result of the fall of communism and the end of the Cold War.

LEVEL 4 Detailed and accurate explanation of key issue providing a fully substantiated explanation together with a judgement. [7-8]

_Eg:_ Answers should focus on why both sides were keen to pursue détente and the need to limit arms and reduce ever increasing defence spending; the experience of Vietnam and Nixon’s policy of ‘linkage’; the Brezhnev Doctrine and the need for dialogue; successes in arms limitation, the SALT agreements; Nixon’s visit to Moscow in 1972 and the resultant Helsinki Agreements which represented a high-spot in relations; the Soviet invasion of Afghanistan, the US response and the end of détente; Reagan and the ‘Second Cold War’, improved relations between Reagan and Gorbachev leading to agreements to limit arms (INF); the collapse of communism in Europe and its consequences.
QUESTION 4

Question 4

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 15 AO2 4 AO3 8 SPG 3

Question: How far did American society 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: Answers may refer to America as now a very rich society. Some vague associated points may be mentioned.

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: Answers may focus on parts of the period such as 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 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: Answers may focus on 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 change and continuity; 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 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: Answers will provide a sound chronological account 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 between the impact of these changes 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
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<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td></td>
</tr>
<tr>
<td>1 mark</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Intermediate performance</strong></td>
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<tr>
<td>2 marks</td>
<td>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.</td>
</tr>
<tr>
<td><strong>High performance</strong></td>
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<tr>
<td>3 marks</td>
<td>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.</td>
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</tbody>
</table>
Question 5

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 15 AO2 4 AO3 8 SPG 3

Question: To what extent did life change for black Americans 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: Answers may refer to how life got better for black Americans because of what Martin Luther King did. Some vague associated points may be mentioned.

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 improvement. Award the higher mark for the degree of understanding of change over the period.

Eg: Answers may focus on parts of the period such as changes 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 change 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.
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
Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers may focus on 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 change.
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 change; 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 extent of improvement; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change over the period.

*Ex: Answers will provide a sound chronological account of changes 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 change. 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.

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<thead>
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<td><strong>0</strong></td>
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</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Intermediate performance</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>High performance</strong></td>
<td>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.</td>
</tr>
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</table>
Question 6

Target: Recall and deployment of knowledge; analysis of key concepts; quality of written communication

Mark allocation: AO1 AO2 AO3 SPG

| 15 | 4 | 8 | 3 |

Question: How far did the USA`s position in foreign affairs 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: Answers may refer to how the USA used its military power and became a superpower. Some vague associated points may be mentioned.

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

Eg: Answers may focus on parts of the period such as in 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.

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.

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 development over most of the period. Candidates may begin to appreciate the shifts in policy.

Eg: Answers may focus on 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, 1980s and 1990s.
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 changes over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main changes over the whole period with a sustained attempt to discuss 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: Answers will provide a sound chronological account of US foreign policy across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td><strong>Threshold performance</strong></td>
<td></td>
</tr>
<tr>
<td>1 mark</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Intermediate performance</strong></td>
<td></td>
</tr>
<tr>
<td>2 marks</td>
<td>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.</td>
</tr>
<tr>
<td><strong>High performance</strong></td>
<td></td>
</tr>
<tr>
<td>3 marks</td>
<td>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.</td>
</tr>
</tbody>
</table>