GCSE MARKING SCHEME

SUMMER 2018

GCSE (LEGACY)
HISTORY UNIT 3 - OUTLINE STUDY
THE DEVELOPMENT OF THE USA, 1930-2000

4373/03
INTRODUCTION

This marking scheme was used by WJEC for the 2018 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)

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

Question: Describe the main changes in popular culture in the 1950s and 1960s. [5]

Use 0 for incorrect or irrelevant answers.

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

E.g.: Answers will say that more Americans watched television or went to the cinema.

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

E.g.: Answers will refer to the increase in television sales and viewership. Americans liked games shows, funny shows and soap operas. Drive-in cinemas became very popular as did mall multiplexes from 1963.

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

E.g.: Answers will refer to the wider influence of the television and the cinema. What was portrayed on television came to be accepted as normal. Ideal families and neighbourhoods had only a partial basis in reality. People were relying on television for news, sports and entertainment. They also liked Westerns such as the Lone Ranger, Bonanza and Gunsmoke. Teenagers liked the drive-in cinemas as they afforded greater privacy. This in turn gave drive-ins a reputation as immoral; they were labelled 'passion-pits' in the media. New 'anti-hero' actors such as James Dean, Paul Newman and Marlon Brando replaced traditional actors such as Bette Davis and James Cagney.
Question 1 (b)

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

Mark allocation: AO1 AO2 AO3

| 7 | 2 | 3 | 2 |

Question: Explain why the lives of many Americans changed between the early 1930s and the mid-1940s. [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 ‘Hooverville’ where poor people lived, whereas Source B shows the Americans now had a higher standard of living.

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 houses built out of scrap material on wasteland outside of a city, whereas Source B shows that unemployment had decreased, and that new businesses grew. This happened because FDR brought in the New Deal / the Second World War created many jobs.

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.

Eg: Source A shows that Americans suffered hardship in the Great Depression – Hoovervilles sprang up in many American cities, whereas Source B shows that unemployment had fallen drastically by 1944, and flourishing businesses meant an increase in income and standard of living. Answers will begin to explain why American lifestyle was changing and explain that FDR brought in the New Deal to attempt to resolve the Great Depression. The Second World War saw a massive increase in production – firms made money and benefited millions of Americans.
LEVEL 3

Answer addresses the question clearly. [6-7]

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

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

Eg: Answers will focus more sharply on the two important reasons for the change in the lifestyle of Americans by the mid-1940s. Source A clearly shows that many Americans suffered due to the Great Depression, but by the mid-1940s their situation had changed greatly. Answers at this level will refer to the New Deal. FDRs alphabet agencies such as the WPA put 10 million Americans back into work. Source B says that unemployment had fallen to 670,000. The Second World War saw a massive increase in production – firms such as General Motors which produced heavy machine guns made money and benefited millions of Americans. More than 500,000 businesses were set up. Farmers enjoyed much better times as the US exported food to help its allies. 16 million American men and women served in the armed forces and 14 million worked in factories. This drove the need for all sorts of consumer goods too which led to American standards of living rising.
Question 1 (c)

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

Mark allocation: AO1 | AO2 | AO3
--- | --- | ---
8 | 2 | 6

Question: Why were the policies of Kennedy and Johnson important in developing a fairer and more affluent society in the 1960s? [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 Frontier and the Great Society being important because it helped some Americans become richer, and created a fairer society.

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 main features of the New Frontier and the Great Society. Kennedy created a programme of reform and change in which he hoped to make the US a fairer society by giving equal rights to all black Americans. Johnson decided to continue Kennedy’s work and carry it further. He ‘declared war’ on poverty and planned to improve the health of the poor and old by providing them with a better diet and living conditions.

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 influence of the New Frontier and the Great Society but there will be a more direct attempt to analyse their importance. Kennedy introduced a general tax cut. More spending would mean more goods sold. Johnson helped the economy by cutting more taxes, but also by improving railways and highways. All of these were important in creating a more affluent society for all Americans.

LEVEL 4 Detailed and accurate analysis of key issue providing a reasoned explanation; the answer addresses the thrust of the question. [7-8]

Eg: Answers should focus on both the New Frontier and the Great Society in developing a fairer and more affluent society in America. There should be reference to specific measures taken in order to improve the lives of Americans e.g. Kennedy’s Housing Act 1961 which aimed to redevelop inner cities, and Johnson’s Model Cities Act 1966 which provided federal funds for slum clearance and the provision for better services. JFK funded $900 million of public works on roads and public buildings, gave grants to high-tech companies to invest in equipment with which to train workers. LBJ’s Appalachian Recovery Programme provided federal funds for the development of the mountainous areas in the eastern states. There may be discussion of an increase in defence and space technology, both of which created jobs and would put a man on the moon by the end of the 1960s.
Question 2 (a)

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

Question: Describe the Civil Rights legislation of the 1960s. [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 laws were passed which helped black Americans.*

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

*Eg: Answers refer to the increased rights for black Americans in the 1960s. Laws were passed which gave equal rights in education, voting, housing and marriage.*

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

*Eg: Answers will refer to specific laws passed in the 1960s. The Civil Rights Act of 1964 banned segregation in public places such as hotels, restaurants and theatres. Black students were given equal rights to enter all public places which received government money, including schools. More legislation was passed in 1965, 1967 and 1968 which ended segregation in voting, marriage and in housing. The federal government was now responsible for bringing cases to court where discrimination still occurred. Some candidates may mention criticisms of the Acts as being insufficient and coming rather late in the day, and that many southern Americans resented them and sought to make them fail.*
Question 2 (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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<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Question: Explain why the position of black Americans had changed by 1948. [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 segregated drinking fountains whereas Source B shows that President Truman passed laws regarding black Americans which ended some segregation.

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 black Americans were segregated whereas Source B shows that new laws were passed to tackle the race issue. This happened because black Americans had contributed well to the war effort.

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.

Eg: Source A shows segregated drinking fountains which were common in the 1930s whereas Source B shows that some steps were taken to improve the lives of black Americans. Answers will begin to explain that the position of black Americans were changing due to their involvement in the Second World War. There may be reference to their contribution in employment in the factories and in the armed forces. There may also be reference to the increasing members of the NAACP, and the founding of the Congress of Racial Equality in 1942.
LEVEL 3

Answer addresses the question clearly. [6-7]

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

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

Eg Answers will focus on the issue of segregation as is clearly shown by Source A where black Americans had to suffer poor and separate facilities. This is in contrast to the changes to the law as is shown in Source B. Answers at this level will refer to shifting attitudes towards black Americans from the early 1930s and early 1940s. Despite the Depression hitting hardest on black Americans, the New Deal did see some progress whereby the PWA funded the construction of black hospitals and housing projects. The Second World War saw black Americans joining and gaining acclaim – the Tuskegee Airman and the 761st Tank Battalion were praised. General Eisenhower supported integrated combat units and promoted hundreds of black Americans in the army and Marines. The ‘Double V’ campaign also highlighted the second-class status of black Americans. This, along with the money earned from work, led to black Americans joining the NAACP which led to greater campaigning. President Truman recognised this and made countless speeches and managed to raise the nation’s awareness of the problems of civil rights, and ended segregation in the armed forces as is shown in Source B.
**Question 2 (c)**

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

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<td></td>
<td>8</td>
<td>2</td>
<td>6</td>
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</table>

**Question:** Why was Malcolm X significant in the struggle for civil rights?  

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** Generalised answer, with weak or implied points made.  

*Eg:* Malcolm X made many powerful speeches; he believed in violence.

**LEVEL 2** Mostly descriptive answer; limited attempt at analysis of key issue; weak explanation seen.

*Eg:* Answers may be confined to describing the role of Malcolm X. He rejected Martin Luther King’s methods, and was a member of the Nation of Islam which openly sought segregation. He rejected his ‘slave’ surname and called himself Malcolm X instead.

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

*Eg:* Answers may tend to describe the role of Malcolm X but there will be a more direct attempt to analyse his significance in the struggle for civil rights. As the most famous member of the Nation of Islam, his speeches helped increase its membership greatly. In setting up educational and social programmes he influenced thousands of young urban black Americans to join the Nation of Islam and to use violence not only for self-defence but also as a means to secure a separate black nation.

**LEVEL 4** Detailed and accurate analysis of key issue providing a reasoned explanation; the answer addresses the thrust of the question.

*Eg:* Answers should focus on analysing the wider significance of Malcolm X in the struggle for civil rights. Candidates should consider the above, but also that his views became the foundation of the more radical civil rights movements such as Black Power and the Black Panthers. His influence on people such as Stokely Carmichael was crucial. Malcolm X was also credited with re-connecting black Americans with their African heritage and was responsible for the spread of Islam in the United States. Many historians have said that he helped raised the self-esteem of black Americans more than any other individual in the civil rights movement.
Question 3 (a)

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

Mark allocation: AO1 5 AO2 3 AO3 2

Question: Outline America’s policy of détente. [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 USA had better relations with communist countries.

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

Eg: Answers will refer to the relaxation in relations due to the threat of nuclear war – both sides were keen on arms limitation as a means of reducing ever-increasing defence spending. The USA improved relations with both the USSR and China.

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

Eg: Answers will refer to the improving relations between the USA and the communist powers. Following the Cuban Missile Crisis and the USA’s involvement in Vietnam a reduction in tension was needed. SALT I and II imposed limits on the nuclear capability of the USSR and the USA. The Helsinki Agreements increased co-operation in economic and scientific fields and promoted understanding between both countries. Ping-pong diplomacy led to the restoration of Sino-US relations and saw the lifting of the 21 year old trade embargo with China.
Question 3 (b)

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

Mark allocation: AO1 AO2 AO3

7 2 3 2

Question: Explain why the USA had changed its policy towards Vietnam by 1969. [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 Vietnam was important to stop the spread of communism whereas Source B shows American troops starting to leave the conflict.

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 America feared that losing Vietnam to communism would endanger other countries therefore entered the conflict whereas Source B shows that American troops were starting to leave Vietnam in 1969. This happened because they had failed to defeat the Vietcong.

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.

Eg: Source A shows that the USA was determined to halt the spread of communism by involving themselves in the Vietnam conflict whereas Source B shows that they were starting to withdraw troops in 1969. Answers will begin to explain why US policy towards Vietnam changed by referring to its defeat in the war. US troops failed to defeat the Vietcong as they failed to develop an effective response to their guerrilla tactics. Vietnam had support from both China and the USSR and was fighting on home soil with the support of the Vietnamese people.
LEVEL 3 Answer addresses the question clearly.

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

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

Eg: Answers will focus on the view held by many Americans that the spread of communism needed to be halted as is clearly shown by Source A. The Domino Theory was the belief that if one country fell to communism this would trigger the fall of its neighbouring countries. This is in contrast with Source B which shows US troops leaving the Vietnam conflict before the defeat of communism there. Answers at this level will refer to failure of the USA to defeat the Vietcong in detail. US troops were too young and inexperienced and were unable to cope with guerrilla warfare. Morale was low, and opposition grew at home due to televised pictures showing the horrors of war such as the use of napalm. Politicians capitalised on these feelings. Nixon won the 1968 election promising to withdraw US troops, and unveiled his plan of Vietnamisation which led to some troops being sent home in 1969 as seen in Source B.
Question 3 (c)

<table>
<thead>
<tr>
<th>Target:</th>
<th>Recall and deployment of knowledge; analysis and evaluation of key historical concepts</th>
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<tbody>
<tr>
<td>Mark allocation:</td>
<td>AO1</td>
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<tr>
<td>8</td>
<td>2</td>
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</table>

Question: Why was the Second World War a turning point in American foreign policy? [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 USA having no desire to become involved in the war until the events of Pearl Harbor.

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

Eg: Answers may refer to the desire of the USA not to become involved in any international conflicts. After the attack on Pearl Harbor they abandoned isolationism and became interventionist. This was a major change in American foreign policy.

**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 America’s intervention in the Second World War but there will be a more direct attempt to analyse the issue. Following its late entry to the First World War, the USA returned to its policy of isolation due to the widespread feeling that its involvement had been a mistake. Congress therefore passed a series of neutrality acts which were intended to keep the USA out of future wars. However, there were problems as the spread of totalitarianism in Germany and Italy meant that the US might need to become involved in European affairs again. The US also tried to bring Japan under control by economic pressure, but this concluded with the surprise attack on Pearl Harbor in December 1941. Some candidates may refer to the USA’s involvement as a world leader following the war, or that they were now a nuclear power.

**LEVEL 4** Detailed and accurate analysis of key issue providing a reasoned explanation; the answer addresses the thrust of the question.  [7-8]

Eg: Answers should focus on the significance of the Second World War to the foreign policy of the USA. Candidates should refer to the above but also develop the idea that the USA became more active in world affairs when the war ended and ended up being the leader of the free world against the growing threat of communism. The Second World War can be regarded as a turning point as the US policy of isolation had failed to keep world peace. After the war, the USA felt that it had a responsibility to help prevent the spread of communism. The Truman Doctrine was the exact opposite to its previous policy of isolationism. With the dropping of the atomic bombs on Japan, the USA was now a nuclear superpower.
**Question 4**

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

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>SPG</th>
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<tbody>
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<td>15</td>
<td>4</td>
<td>8</td>
<td>3</td>
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</table>

**Question:** How far did American society develop 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 past largely through description with some relevant historical knowledge deployed. [4-6]

To distinguish between 4 and 6 marks apply the following:

- **Award 4-5 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 one period such as the 1930s with references to the Depression and the New Deal or provide a poor outline of political change across the period. 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 developments had on different groups of Americans or on American society as a whole.*
LEVEL 3

Answers will demonstrate understanding of the past through description and explanation with relevant historical knowledge deployed. Answers will go beyond issues mentioned in the scaffold.  

To distinguish between 7 and 9 marks apply the following:
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 a clear attempt to address the issue of change and continuity.
Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess the extent of change and continuity over most of the period.

Eg: Answers may focus on highly differentiated responses discussing the impact of the developments 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 successful developments in American society in this period.

LEVEL 4

Answers will demonstrate understanding of the past through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.  

To distinguish between 10 and 12 marks apply the following:
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 overview of the main developments over the whole period with a genuine attempt to discuss extent of change and continuity; there will be recognition of the varying impact of changes and the answer must build on very good chronological coverage. 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 developments, and differentiate more effectively between the impact of these developments on different groups of Americans. Candidates may comment on the contrast between urban and rural America, the varying success of these developments 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><strong>0</strong></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>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>1 mark</td>
<td><strong>Intermediate performance</strong></td>
</tr>
<tr>
<td><strong>Intermediate performance</strong></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>2 marks</td>
<td><strong>High performance</strong></td>
</tr>
<tr>
<td><strong>High performance</strong></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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Question 5

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

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<tr>
<th>Mark allocation:</th>
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**Question:** How far did the lives of black Americans improve 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 new legislation passed by US governments. Some vague associated points may be mentioned.

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

To distinguish between 4 and 6 marks apply the following:

- **Award 4-5 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 the improvements in the lives of black Americans in one period only, for example the development of Civil Rights in the 1950s and 1960s. Alternatively candidates may provide a poor outline of improvement across the period with brief references to the scaffold and very little development.
LEVEL 3  
Answers will demonstrate understanding of the past through description and explanation with relevant historical knowledge deployed. Answers will go beyond issues mentioned in the scaffold.  

To distinguish between 7 and 9 marks apply the following:  
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 a clear attempt to address the issue of change and continuity.  
Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess the extent of change and continuity over most of the period.  

Eg: Answers may focus on differentiation and / or comment on the pace of improvement for black Americans 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 improvement in different periods.

LEVEL 4  
Answers will demonstrate understanding of the past through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.  

To distinguish between 10 and 12 marks apply the following:  
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 overview of the main developments over the whole period with a genuine attempt to discuss extent of change and continuity; there will be recognition of the varying impact of changes and the answer must build on very good chronological coverage. 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 improvement in the lives of black Americans 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 improvements in the lives of black Americans. 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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<tr>
<td>0</td>
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</tr>
<tr>
<td><strong>Threshold performance</strong></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>1 mark</td>
<td></td>
</tr>
<tr>
<td><strong>Intermediate performance</strong></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>2 marks</td>
<td></td>
</tr>
<tr>
<td><strong>High performance</strong></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>
<tr>
<td>3 marks</td>
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Question 6

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

Mark allocation:

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>SPG</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>4</td>
<td>8</td>
<td></td>
<td>3</td>
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Question: How important was the USA’s role in foreign affairs 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 past largely through description with some relevant historical knowledge deployed. [4-6]

To distinguish between 4 and 6 marks apply the following:

Award 4-5 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 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 past through description and explanation with relevant historical knowledge deployed. Answers will go beyond issues mentioned in the scaffold. [7-9]

To distinguish between 7 and 9 marks apply the following:
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 a clear attempt to address the issue of change and continuity.
Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess the extent of change and continuity over most of the period.

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 past through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed. [10-12]

To distinguish between 10 and 12 marks apply the following:
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 overview of the main developments over the whole period with a genuine attempt to discuss extent of change and continuity; there will be recognition of the varying impact of changes and the answer must build on very good chronological coverage. 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>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>1 mark</td>
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<tr>
<td><strong>Intermediate performance</strong></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>
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<tr>
<td>2 marks</td>
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<tr>
<td><strong>High performance</strong></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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<tr>
<td>3 marks</td>
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