GCSE MARKING SCHEME

WINTER 2019

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 2019 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>
</tr>
</tbody>
</table>
**WINTER 2019 GCSE**

**HISTORY UNIT 3: OUTLINE STUDY**

**THE DEVELOPMENT OF THE USA, 1930-2000**

**4373/03**

**MARKING SCHEME**

<table>
<thead>
<tr>
<th>Question 1(a)</th>
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**Target:** Recall and deployment of knowledge; understanding of key historical features

<table>
<thead>
<tr>
<th>Mark allocation:</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
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<tbody>
<tr>
<td>5</td>
<td>3</td>
<td>2</td>
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</table>

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

Use 0 for incorrect or irrelevant answers.

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

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

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

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

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

*Eg:* Answers will refer to how his policy of “Reaganomics” cut business taxes and taxes for wealthier Americans with the view that the money would “trickle down” through society. There may be reference to how his tax cuts led to cuts in welfare spending and also to his defence spending and Star Wars programme which led to an increase in the national debt and a huge increase in taxation. There may be some mention of his need to restore dignity and calm after the Watergate scandal and return to true American values.
Question 1(b)

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

Mark allocation: AO1 2  AO2 3  AO3 2

Question: Explain why the attitudes of some American women had changed between the 1940s and the 1960s. [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1

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

Eg: Source A shows that women went back to traditional roles after the Second World War, whereas Source B shows that women were protesting for their rights.

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 women had a lower expectation to men and returned to traditional roles after the Second World War, whereas Source B shows that women were taking a stand and protesting outside the Miss World contest in 1968. This happened because some important women like Eleanor Roosevelt and Betty Friedan made a stand.

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: As above but answers will begin to explain why the attitudes of some women had changed and explain that the work of Eleanor Roosevelt and Betty Friedan was crucial in changing these attitudes. Eleanor Roosevelt set up a commission to investigate the status of women at work in 1960. Betty Friedan wrote ‘The Feminine Mystique’ in 1963 which expressed the thoughts that there was more to life than being a mother and housewife.

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 attitudes of some women by the 1960s. Source A clearly shows that women were inferior to men and had gone back to traditional roles after the Second World War. Answers at this level will refer to the protests of Eleanor Roosevelt and Betty Friedan and of groups such as NOW. Source B shows that women were happy to protest at the Miss World contest of 1968 which shows a visible and public protest for the rights of women. The 1964 Civil Rights Act made it illegal to discriminate on the grounds of gender. Therefore the government was also important in changing the attitudes of some women in the 1960s.
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 was the New Deal a turning point 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 failure of President Hoover in tackling the problems of the Great Depression and that FDR's policies started to change things for the better.

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 Deal. FDR attacked the problems of the Great Depression and pushed through a huge number of government programmes which aimed to restore the shattered economy. The Alphabet Agencies were set up to tackle these problems.

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 Deal but there will be a more direct attempt to analyse how the New Deal affected the USA. FDR's first task in the Hundred Days was to stem the crisis in banking. More than 2000 banks had closed before 1933. After closing all banks for 10 days he allowed those banks with assets to re-open. This was a major turning point in restoring the faith of Americans in the system and in his policies.

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 success of the New Deal when compared to Hoover’s policies. Hoover failed to pull the USA out of the Depression. Unemployment figures kept rising, fuelling the slogan ‘In Hoover we trusted, now we are busted’. His good policies were seen as ‘too little too late’ and FDR was able to continue with some of his better policies such as helping banks and homeowners. Whilst not everybody was happy with the New Deal, in tackling the 3 R’s the New Deal restored the faith of Americans in the government, preserved democracy and ensured there was no mass support of right-wing politicians. The banking system was stabilised and provided jobs for millions of Americans.
Question 2(a)

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

Question: Describe the contribution of black Americans to sport and entertainment since 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 many black Americans became famous because of sport and entertainment.

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

*Eg:* Answers refer to some vague points or one good example in this level such as outlining Muhammad Ali’s achievements, or to the fame of Oprah Winfrey and/or Will Smith.

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

*Eg:* Answers will refer to specific details about the contribution of two or more black Americans who succeeded in sport and/or entertainment since the 1960s. Muhammad Ali emerged as heavy weight boxing champion and defeated Sonny Liston in 1965. In 1999 he was crowned ‘Sportsman of the Century’ by Sports Illustrated. Other athletes may include Carl Lewis, Michael Johnson or Jackie Joyner-Kersee. Television produced many programmes which created black American stars such as Bill Cosby, Will Smith and Oprah Winfrey.
Question 2(b)

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

Mark allocation: AO1 AO2 AO3

7 2 3 2

Question: Explain why the treatment of black Americans in education had changed between 1951 and 1964. [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 photo of Linda Brown walking past a school for white pupils, whereas Source B shows that black pupils had equal rights by 1964.

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 in 1951 whereas Source B shows that the NAACP had won some key victories by 1964. This happened because the NAACP had protested peacefully and successfully for change.

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: As above but answers will begin to explain the success of the NAACP in the Brown vs Topeka case. Following several peaceful protests in education such as the Little Rock Nine and with the James Meredith case this led the Supreme Court to act in favour of black Americans in getting equal education to white 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 on the issue of segregation in education as is clearly shown by Source A where black Americans had to suffer poorer facilities. This is in contrast to the successes of the NAACP as is shown in Source B. Answers at this level will refer to shifting attitudes towards black Americans in the 1960s. The Civil Rights Movement born out of the Brown vs Topeka case tackled the worsening conditions for black Americans in education. Whilst some areas were beginning to desegregate there were still 2.4 million black southern children still in Jim Crow schools. This led President Eisenhower to act as he sent in troops to support the Little Rock Nine. Despite some continued problems the Civil Rights Act was passed in 1964 as shown in Source B.
Question 2(c)

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

Question: Why was the Second World War a turning point in the lives of many black Americans? [8]

Use 0 for incorrect or irrelevant answers.

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

Eg: The Second World War was a turning point because many black Americans helped out during the war. They gained respect.

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

Eg: Answers may be confined to describing the part played by black Americans during the war. Black Americans joined the Jim Crow Army and were segregated from white soldiers. By the end of the war black Americans had fought in integrated units during the Battle of the Bulge and were respected by some Americans.

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 part played by many black Americans during the war but there will be a more direct attempt to analyse their contribution. Eisenhower supported integrated units and hundreds of black officers were seen in the army and the Marines by 1944. The Tuskegee Airmen won great acclaim as fighter escorts for US bombers, and President Truman desegregated the armed forces after 1945.

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 analysing the lives of many black Americans before and after the Second World War. Before the war the Jim Crow Laws meant that black soldiers were segregated and given the worst jobs. They were not allowed to fight in the Marines or the Air Force, and when black soldiers were injured only blood from black soldiers could be used. However, as more and more black Americans aided the war effort, in the armed forces and at home, they were now being accepted as a crucial part of the war effort. General Eisenhower the US Supreme Commander and President Truman were crucial in making the Second World War a turning point as the previous laws were being overturned in favour of desegregated units.
Question 3(a)

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

Mark allocation: AO1 AO2 AO3
5 3 2

Question: Describe how Cold War relations improved under Reagan and Gorbachev. [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 relationship between the USA and the USSR improved because of their relationship.

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

Eg: Answers refer to the improvement in relations due to the end of the arms race – both sides were keen on arms limitation and this led to the signing of the INF in 1987.

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

Eg: Answers will refer to the improving relations between the USA and the USSR. Following Gorbachev’s strategies in dealing with the West, including perestroika and glasnost, the USA was now ready to improve relations. Reagan was initially dubious but as the Soviet interference in eastern Europe ended both countries were able to concentrate on ending the arms race. Answers may refer to the fall of the Berlin Wall in November 1989 under the presidency of George Bush Snr.
Question 3(b)

<table>
<thead>
<tr>
<th>Target</th>
<th>Recall and deployment of knowledge; explanation of key concept; use of source material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark allocation</td>
<td>AO1</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
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</tbody>
</table>

Question: Explain why relations between the USA and the USSR changed between 1947 and 1973. [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 the Domino Theory was spreading communism whereas Source B shows that there were improved relations with the Soviet Union.*

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 losing countries to communism one by one – this was known as the Domino Theory. If Laos fell, then it would end with Canada and the USA too. Source B however shows that both sides had improved relations. This happened because of détente where both sides wanted to get on better.*

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: As above but answers will begin to explain why relations between the USA and the USSR changed by referring to some key events in the Cold War. The Cuban Missile Crisis highlighted the threat of nuclear war and both sides were keen on arms limitation talks as a means of reducing defence spending. The USA had failed in Vietnam and by the 1970s the Domino Theory had not materialised.*

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 several of the reasons for détente above and provide detailed supporting knowledge. 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 the USA and USSR aiming for improved relations. Nixon visited both China and the USSR and the SALT treaties were discussed during the 1970s. Candidates may also discuss the Helsinki Agreements, 1975 and/or the Apollo-Soyuz mission which marked great change and the beginning of superpower co-operation in space.*
Question 3(c)

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

Question: Why was the Second World War a turning point for 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 joining the war in 1941 after a period of isolation.

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 following the First World War. They signed various neutrality acts, and sat back as the world descended into the chaos of Nazi and Japanese tyranny. After the Japanese bombing of Pearl Harbour the USA now intervened.

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 policy of isolation but there will be a more direct attempt to analyse the issue. Following its late entry into 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 Harbour in December 1941. The USA was now directly involved in the war.

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 changing US foreign policy because of the Second World War. The USA was isolationist after the First World War. Despite this, the USA started to become more involved in European affairs. The USA could no longer stand by and Congress passed the Lend-Lease agreement to aid Britain. Isolation had hindered this aid. The USA responded to Japanese aggression by cutting off all supplies of oil to Japan which led to the attack on Pearl Harbour. The US policy of isolation had failed to keep world peace. During the Second World War the USA used its economic and military strength to defeat both Germany and Japan. By the end of the war the USA was a global superpower due to the development of the atomic bomb and soon followed a policy of containment contrary to the pre-war policy of isolationism.
Question 4

Question: To what extent was American society affected by 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 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 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. [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 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 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 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>
</tr>
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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>Threshold</td>
<td></td>
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<tr>
<td>performance</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>Intermediate</td>
<td></td>
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<tr>
<td>performance</td>
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</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>High</td>
<td></td>
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<tr>
<td>performance</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>
Question 5

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 life improve 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 Jr did. 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 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 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 differentiation and / or comment on the pace of change in the improvement of black society in different periods but coverage of the period will be incomplete. Alternatively, candidates may provide good chronological accounts of the political, economic and social improvements of black people in the USA across the period. There will be some attempt to comment on the varied experiences of different groups of black people and the uneven pace of change in different periods. There will also be an attempt to identify the most important factors that led to improvement.
LEVEL 4

Answers will demonstrate understanding of the 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 improvements in the lives of black society in the USA across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the most significant political, economic and social improvements, 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.

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<tr>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance</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>Intermediate performance</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>High performance</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>
<td></td>
</tr>
</tbody>
</table>
Question 6

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

Use 0 for incorrect or irrelevant answers.

LEVEL 1

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

Eg: 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>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>Candidates do not reach the threshold performance outlined in the performance description below.</td>
</tr>
<tr>
<td>Threshold performance 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>Intermediate performance 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>High performance 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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