



# **GCSE MARKING SCHEME**

**STRENGTHENED SPECIFICATION**

**SUMMER 2014**

**HISTORY – OUTLINE STUDY**

**USA, 1930 – 2000**

**4373/03**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2014 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

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

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

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on the paper as a whole. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

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

# STRENGTHENED SPECIFICATION

HISTORY SUMMER 2014

OUTLINE STUDY

## PAPER 4373/03 UNIT 3: THE USA, 1930 – 2000

### MARKING SCHEME

#### Question 1(a)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
<b>5</b>	<b>3</b>	<b>2</b>	

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

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

*e.g. Kennedy tried to help Americans by making their lives better; then someone shot him.*

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

*e.g. Kennedy's aim to improve life for Americans by reducing unemployment and tackling poverty.*

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

*e.g. Kennedy's programme to eliminate poverty and inequality. There may be reference to attempts to improve health care (Medicare), reform education, improve housing, reduce unemployment, increase social security and raise the minimum wage. Candidates may refer to his Civil Rights Bill and the need to combat communism at home and abroad.*

**Question 1(b)**

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>7</b>	<b>2</b>	<b>3</b>	<b>2</b>

Question: **Explain why the lifestyle of many Americans changed from the early 1930s to the 1950s.** [7]

Use 0 for incorrect or irrelevant answers

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

*e.g. Source A shows a photograph of unemployed men in the 1930s, whereas Source B says that by the early 1950s Americans were the most prosperous people in the world.*

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

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

*e.g. Source A shows a long line of unemployed men outside a soup kitchen in the early years of the Great Depression when there was mass unemployment whereas Source B says that post-war America was very prosperous and the envy of the world.*

**Answers worth 4 or 5 marks will use the sources and own knowledge to begin to focus on the concept of change or development. (Reference to sources here may be implicit.)**

*e.g. Answers will begin to explain why life changed for many Americans. Source A shows a long line of unemployed men outside a soup kitchen in the early years of the Great Depression when unemployment was set to reach 13 million. There should be reference to the New Deal, which put many Americans back to work and to the Second World War which combined to lift the country out of depression. Source B says that America had become prosperous in the 1950's and had the strongest economy in the world.*

**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 use both the sources and own knowledge to explain the concept of change or development. There must be explicit reference to both sources in order to gain this level.**

*e.g. Answers will focus more sharply on the reasons why life changed for many Americans. Source A shows the effects of the Great Depression in contrast to Source B, which says that the US had become very prosperous and was the envy of the world. There should be mention of the impact of the New Deal and to war which expanded the economy and ultimately lifted the USA out of depression. There may be reference to post-war economic growth and affluence, suburbanisation, where many lived the 'American Dream' and to consumerism and higher living standards as stated in Source B.*

**Question 1(c)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>6</b>	

Question: **Why were the new musical styles of the 1950s and 1960s important in influencing the lives of many young Americans?** [8]

Use 0 for incorrect or irrelevant answers

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

*e.g. Young people were influenced by rock and roll and the hippy era.*

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

*e.g. Candidates will provide largely descriptive accounts of the influences of rock and roll stars like Elvis and Little Richard and the progressive music of Jimi Hendrix and the hippy movement which changed how some young people saw themselves and the world.*

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

**Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.**

**Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.**

*e.g. There will be an attempt to focus on the importance of music with reference to the generational revolt of the rock 'n' roll and hippy eras. There may be reference to how Elvis popularised black music and to why many youths became rebellious and promiscuous in the 1950's. There may be reference to the progressive music of Hendrix, the attraction of the hippy lifestyle of free love and drug taking.*

**LEVEL 4** **Detailed and accurate analysis of key issue which provides a reasoned and well substantiated evaluation; the answer addresses the question.** [7–8]

*e.g. Responses will build on Level 3 and there will be a greater attempt to explain and analyse how popular music in the period influenced and changed the lives of many young Americans with emphasis on rebellion and the rise in juvenile delinquency in the 1950's along with the drop-out and turn on culture of the hippies in the 1960's and to music as a vehicle for anti-Vietnam protest. There may be reference to other influences such as film star role models and to the impact of literature which made for changing lifestyles.*

**Question 2(a)**

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
<b>5</b>	<b>3</b>	<b>2</b>	

Question: **Describe the work of the NAACP.** [5]

Use 0 for incorrect or irrelevant answers.

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

*e.g. it was a group that stood up for black people.*

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

*e.g. Worked to oppose racism and to improve the lives of black Americans by going on marches and demonstrations.*

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

*e.g. Worked to end racism and achieve racial equality by non-violent means through legal channels and the law courts.*

**Question 2(b)**

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>7</b>	<b>2</b>	<b>3</b>	<b>2</b>

Question: **Explain why there were different views on how to bring about change for black Americans in the 1950s and 1960s.** [7]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; paraphrases the sources; lack of focus.** [1–2]

*e.g. Source A says that MLK believed that the most effective method of protest was peaceful and non-violent whereas Source B says that Malcolm X argues that black Americans should use violence to make change happen.*

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

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

*e.g. Source A says that MLK held the view that his followers should use peaceful methods like marches and sit-ins to get their point across whereas Source B says that Malcolm X believed in Black Power and the need for violence to make change happen.*

**Answers worth 4 or 5 marks will use the sources and own knowledge to start to focus on the concept of change or development. (Reference to sources here may be implicit.)**

*e.g. Answers will begin to explain the differing views by referring to Source A and MLK's pacifist methods in sharp contrast to Source B and to the more militant beliefs of Malcolm X and the Black Power Movement who were frustrated by the slow pace of change and advocated the use of violence as a means to an end.*

**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 use both the sources and own knowledge to explain the concept of change or development. There must be explicit reference to both sources in order to gain this level.**

*e.g. Answers will focus more sharply on the reasons for the different views by contrasting MLK's non-violent, Christian approach, which called for passive resistance in Source A, with the more direct, violent methods of black militants like Malcolm X in Source B. There will be focus on how many black Americans were frustrated at the slow pace of change and how they rejected Christianity and became attracted to the Nation of Islam, which advocated race war and separatism together with the appeal to young marginalised black Americans.*

**Question 2(c)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>6</b>	

Question: **Why was the Montgomery Bus Boycott a turning point in the Civil Rights Movement?** [8]

Use 0 for incorrect or irrelevant answers.

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

*e.g. The MBB was important because of the actions of Rosa Parks and MLK which led to the buses being de-segregated.*

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

*e.g. Candidates will provide largely descriptive accounts of the roles of Rosa Parks and MLK, which led to a 13 month boycott, which resulted in a victory when the bus companies were forced to de-segregate the buses.*

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

**Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.**

**Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.**

*e.g. Responses will focus more sharply on the events of the boycott, how it brought MLK to the fore and how peaceful methods secured a victory. There may be reference to how the event gained media attention and raised awareness and public sympathy to the issue of civil rights.*

**LEVEL 4** **Detailed and accurate analysis of key issue which provides a reasoned and well substantiated evaluation; the answer addresses the question.** [7–8]

*e.g. Responses will build on Level 3 and there will be a greater attempt to explain and analyse the boycott as a turning point in the CRM. There should be reference to the pivotal role of MLK and the MIA and the effectiveness of civil disobedience when black Americans united and organised themselves. There may be reference to how the boycott gave the CRM a clear moral framework, how the NAACP was vindicated in making a legal case, together with the Federal Government's acceptance that segregation was unconstitutional. The event gave impetus to the CRM and led to the formation of the SCLC, SNCC and CORE.*

**Question 3(a)**

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
<b>5</b>	<b>3</b>	<b>2</b>	

Question: **Describe events at Pearl Harbor in 1941.** [5]

Use 0 for incorrect or irrelevant answers.

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

*e.g. There will be reference to the Japanese attack on the US fleet.*

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

*e.g. Candidates will offer a more detailed description of the surprise attack on the US Naval base on 7<sup>th</sup> December and the damage caused to the US fleet.*

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

*e.g. this was the attack on the US Naval base on 7<sup>th</sup> December 1941. Expect to see reference to the aims of Japan in launching the attack, the extent of the damage caused and the anger created in the USA. Credit references to the USA entering the war.*

**Question 3(b)**

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>7</b>	<b>2</b>	<b>3</b>	<b>2</b>

Question: **Explain why relations between the superpowers had changed by the 1970s.** [7]

Use 0 for incorrect or irrelevant answers.

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

*e.g. Source A says that after 1949 the US began producing more nuclear weapons causing an arms race with the USSR whereas Source B shows Brezhnev and Nixon signing the SALT 1 treaty.*

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

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

*e.g. Source A says that the USSR had developed the atomic bomb in 1949 which led the USA to increase defence spending, which caused an arms race during the Cold War. Source B shows that by the early 1970's, both countries were on friendlier terms and had agreed to reduce nuclear weapons by signing the SALT 1 treaty.*

**Answers worth 4 or 5 marks will use the sources and own knowledge to begin to focus on the concept of change or development. (Reference to sources here may be implicit.)**

*e.g. Answers will begin to explain why relations changed. Source A says that both sides developed nuclear weapons during the Cold War in contrast to Source B which shows them signing the SALT 1 treaty to limit nuclear weapons. There should be reference to moves to détente and the need to cut defence spending and reduce the threat of nuclear war.*

**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 use both the sources and own knowledge to explain the concept of change or development. There must be explicit reference to both sources in order to gain this level.**

*e.g. Answers will focus more sharply on the reasons for change in superpower relations. There will be reference to the Cold War tension and the arms race as seen in Source A in contrast to Source B with mention of détente and the imperative of reducing nuclear war, the need to make cuts in defence spending and the shift in policy caused by the experience of Cuba and Vietnam. There should be reference to agreements to limit arms and to improved relations by the early 1970s. There may be reference to Nixon's policy of linkage culminating in the SALT 1 agreement.*

**Question 3(c)**

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>2</b>	<b>6</b>	

**Question:**     **Why was the Truman Doctrine a turning point in US foreign policy?** **[8]**

Use 0 for incorrect or irrelevant answers.

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

*e.g. Because the USA became more involved in world affairs.*

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

*e.g. Largely descriptive accounts of the change in policy from America's isolationist stance to increased involvement after the Second World War in an attempt to stamp out communism. There may be reference to Marshall Aid and involvement in Europe and South East Asia.*

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

**Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.**

**Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.**

*e.g. Responses will focus more sharply on the move from the traditional isolationist stance of the USA to a more committed policy of containment of communism and increased involvement in European affairs. There may be reference to the Domino Theory.*

**LEVEL 4**     **Detailed and accurate analysis of key issue which provides a reasoned and well substantiated evaluation; the answer addresses the question.** **[7–8]**

*e.g. Responses will build on Level 3 and there will be a greater attempt to explain and analyse why it was a turning point in US foreign policy. There may be reference to how it became the cornerstone of US foreign policy throughout and beyond the Cold War period as the US became more prepared to use its economic and military strength to police and protect the world from communism. There may be reference to the build-up of military power and involvement and intervention in Europe and South East Asia.*

#### Question 4

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

**Question:**     **How successfully did American society develop between 1930 and 2000?** **[15]**

Use 0 for incorrect or irrelevant answer.

**LEVEL 1**     **Generalised answer; basic response which offers little support. The Level 1 descriptor for quality of written communication may be considered.** **[1-3]**

e.g. America is now a very rich society.

**LEVEL 2**     **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. **[4-6]**

*e.g. Candidates may focus on one period in the development of America in the twentieth century, for example, the 1930's with references to the Depression and the New Deal. Alternatively candidates may provide a poor outline of the development of 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 past through description and explanation with relevant historical knowledge deployed. Answers will go beyond issues mentioned in the scaffold. The Level 3 descriptor for quality of written communication may be considered here.** **[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 issue of importance.

**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 importance.

**Award 9 marks** for a clear attempt to discuss the named issue in a chronological context and to assess the extent of importance over most of the period.

*e.g. Candidates may provide highly differentiated responses discussing the impact of many developments in the USA 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 the political, economic and social development of 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. The Level 4 descriptor for quality of written communication may be considered here.** **[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 importance; 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 the most important developments; there will be recognition of the varying impact of these developments and the answer must build on very good chronological coverage. Award the higher mark for the degree of understanding of importance over the period.

*e.g. Candidates will provide good chronological accounts of the development of the USA across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the most significant political, economic and social changes, and differentiate more effectively 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 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.

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

**Question 5**

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

Question: **How far did the lives of black Americans change between 1930 and 2000?** [15]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; basic response which offers little support. The Level 1 descriptor for quality of written communication may be considered.** [1-3]

*e.g. Life got better for black Americans because of what Martin Luther King did.*

**LEVEL 2** **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. [4-6]

*e.g. Candidates may focus on the development of the race issue in one period only, for example the development of Civil Rights in the 1950's and 1960's. Alternatively, candidates may provide a poor outline of the development of the race issue in the USA 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. The Level 3 descriptor for quality of written communication may be considered here.** [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 issue of importance.  
**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 importance.  
**Award 9 marks** for a clear attempt to discuss the named issue in a chronological context and to assess the extent of importance over most of the period.

*e.g. Candidates may provide differentiation and/or comment on the pace of change in the development 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 development 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 past through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed. The Level 4 descriptor for quality of written communication may be considered here.** **[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 importance; 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 the most important developments; there will be recognition of the varying impact of these developments and the answer must build on very good chronological coverage. Award the higher mark for the degree of understanding of importance over the period.

*e.g. There will be chronological accounts of improvements in the lives of black society in the USA across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the most significant factors that led to 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 black development was not equal to that of whites across much of the period and that the pace of change for black people varied in different periods.*

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

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

**Question 6**

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

Question: **How far did the USA's position in world affairs change between 1930 and 2000?** [15]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer; basic response which offers little support. The Level 1 descriptor for quality of written communication may be considered.** [1-3]

*e.g. The USA used its military power and became a superpower.*

**LEVEL 2** **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. [4-6]

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

**LEVEL 3** **Answers will demonstrate understanding of the past through description and explanation with relevant historical knowledge deployed. Answers will go beyond issues mentioned in the scaffold. The Level 3 descriptor for quality of written communication may be considered here.** [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 issue of importance.

**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 importance.

**Award 9 marks** for a clear attempt to discuss the named issue in a chronological context and to assess the extent of importance over most of the period.

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

**LEVEL 4**      **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.

The Level 4 descriptor for quality of written communication may be considered here. [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 importance; 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 the most important developments; there will be recognition of the varying impact of these developments and the answer must build on very good chronological coverage. Award the higher mark for the degree of understanding of importance over the period.

*e.g. Candidates will provide a good chronological outline of US foreign policy across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment 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.

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