

GCSE

History A (Explaining the Modern World)

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

General Certificate of Secondary Education

Mark Scheme for June 2024

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

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

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

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

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

MARKING

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

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

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

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

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

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

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

10. For answers marked by levels of response:

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

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

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11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

12. Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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

High performance 4–5 marks	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance 2–3 marks	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded 0 marks	• The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

N.B. where NR is recorded for lack of response, SPaG for that question should also be NR, not 0.

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

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

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

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

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International Relations: the changing international order 1918–1975

1. Outline the main disagreements between the leaders of the Allied powers at the Yalta and/or Potsdam conference(s).

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

Levels	Indicative content	Marks
Level 3 Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is presented as a narrative that shows a clear understanding of the sequence or concurrence of events.	Level 3 answers will typically develop in detail one or more examples of disagreements e.g. <i>The Allied leaders disagreed about what to do with Germany after the war. Although they agreed to divide Germany into 4 zones Stalin wanted to cripple Germany economically, but Truman wanted to be less harsh, not wanting to repeat the mistakes of Versailles.</i> <i>They also disagreed about Soviet plans for Eastern Europe. Stalin wanted pro-Soviet governments as a buffer, but Truman thought this showed the USSR was planning a Soviet empire and didn't want to accept this.</i> Nutshell: Develops ONE OR MORE identifications/examples of disagreement Development is most likely to involve the reasons for their disagreement and/or the view of each side. Award 4 marks if only one disagreement is included.	4–5
Level 2 Response demonstrates some accurate knowledge and understanding that is relevant to the question. This is presented as a narrative that shows some understanding of the sequence or concurrence of events.	Level 2 answers will identify one or more specific disagreements e.g. <i>They disagreed about what to do with Poland's borders. (Yalta)</i> <i>They could not agree on reparations Germany should pay. (Potsdam)</i> <i>They could not agree on how much Germany should be crippled. (Potsdam)</i> <i>There was unease and difficulties over the nature of Stalin's sphere of influence. (Potsdam)</i> Nutshell: Identifies one or more specific disagreements. NB 2 marks for one example, 3 marks for 2+. NB Atomic bomb/invasion of Japan cannot be developed into L2 as they were not disagreements	2–3
Level 1 Response includes some knowledge that is relevant to the question.	Level 1 answers will typically outline facts about the conferences without focus on the topics of disagreement or they will respond very generally e.g. <i>They met before the war had finished.</i> <i>They had different political views, capitalist and communist.</i> <i>They disagreed about what to do about Germany/ Poland</i> <i>The leaders were the USSR, the US and Britain.</i> <i>They discussed how to end the war.</i> <i>There was tension about the atomic bomb/invasion of Japan</i> Nutshell: Knowledge about conferences NB: If the answer is about Versailles/Munich then no marks should be awarded.	1
Level 0		0

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Levels	Indicative content	Marks
No response or no response worthy of credit.		

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2. Explain why Germany was unhappy with the terms of the Treaty of Versailles.

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

Levels	Indicative content	Marks
Level 5 Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify two reasons for Germany's unhappiness and explain them e.g. <i>One reason that Germany was unhappy was because of having to take the blame for the war which meant they would also have to pay for the damage caused by the war and pay high reparations. They were told they had to pay £6.6 billion in reparations, but they said they couldn't afford to pay that. Their economy was already in trouble because of all they had spent on the war, and they feared that the reparations would cripple them.</i> <i>Another reason was the amount of land that the Treaty took from Germany. The Treaty took 10% of its land including Alsace Lorraine. Land was given to France, Denmark and to the new country of Poland. This meant Germany would lose coal fields and agricultural land which would have a terrible effect on its economy.</i> Nutshell: Explains TWO reasons.	9–10
Level 4 Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify one reason for Germany's unhappiness and explain it. <i>One reason that Germany was unhappy was with the level of reparations they were forced to pay. They were told they had to pay £6.6 billion in reparations, but they said they couldn't afford to pay that. Their economy was already in trouble (7) because of all they had spent on the war. They feared that the reparations would cripple them. (8)</i> Nutshell: Explains ONE reason (they thought this was unfair because.....)	7–8
Level 3 Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify and describe terms imposed on Germany , but will not explain why Germany was unhappy about each e.g. <i>One reason that Germany was unhappy was with the level of reparations they were forced to pay. They were told they had to pay £6.6 billion in reparations, but they said they couldn't afford to pay that. (6)</i> <i>Germany was unhappy because of having to take the blame for the war. This was Article 231, the War Guilt clause which they thought was unfair.</i> <i>Germany was unhappy that they were only allowed 100,000 men in their army and only 6 ships but no tanks or air force which seemed really harsh.</i>	5–6

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Levels	Indicative content	Marks
	<i>Germany was unhappy with all the land they lost at home and abroad. They lost Alsace Lorraine and land to Poland, and they lost South West Africa and Togoland.</i> <i>They were unhappy at losing important industrial areas like Upper Silesia, the Saar and Alsace Lorraine, which meant they lost coalfields and resources.</i> <i>They were unhappy that Germany was split into two by losing the Polish corridor (West Prussia). (5)</i> <i>They called the Treaty a diktat as they had no say and hated it for this reason.</i> Nutshell: Identify and describe terms (in detail without explaining why Germany was unhappy).	
Level 2 Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically contain description of events linked to the Treaty of Versailles e.g. <i>The Treaty of Versailles was signed on June 1919. It was made by the Big Three leaders of the USA, Britain and France. They wanted to make sure that Germany could not start another war in the future.</i> <u>OR Alternative Level 2: Identifies reasons/terms of Treaty with no further development</u> e.g. <i>The Treaty made them accept War Guilt.</i> <i>The Treaty made them pay reparations.</i> <i>They called it a diktat.</i> <i>They lost Alsace Lorraine.</i> <i>Their army was reduced to 100,000.</i> Nutshell: Identified cause of tension. 1 mark for each.	3–4
Level 1 Response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically assert general reasons without being specific e.g <i>The Treaty took away land.</i> <i>It took resources.</i> <i>They had to pay.</i> <i>They lost their army.</i> <i>They said it was unfair. They were struggling.</i> Nutshell: General reasons	1–2
Level 0 No response or no response worthy of credit.		0

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

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

Levels	Indicative content	Marks
Level 5 - The response has a full and thoroughly developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a convincing and substantiated judgement of the interpretations in the context of historical events studied to answer the question. - The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.	Level 5 answers will typically argue that Interpretation A is fair/unfair supported by developed use of two other interpretations OR developed use of one other interpretation and evaluation of Interpretation A based on the context of A e.g. <i>In this Interpretation Thomson is criticising the policy of appeasement. He says it was built on a 'completely mistaken belief' that Hitler's aims were limited, and says Chamberlain believed Hitler had 'legitimate grievances'. Historians from the 1980s and 90s who put Chamberlain 'back on trial' would agree with this and see it as fair. They thought Chamberlain made a big mistake, believing that he failed to understand Hitler and arrogantly assumed he could do a deal with him and stop aggression. Thomson's view supports this when he says 'His basic mistake was to think that someone as fanatical as Hitler had only limited aims' so they would say the interpretation is fair. [18]</i> <i>However, this is not really a fair comment. Revisionist historians from the 1960s would not accept the idea he made a mistake. Revisionists argued that Chamberlain did the best he could in the situation. They'd say he couldn't oppose Hitler because he was limited by Britain's poor financial situation and limited armed forces, not because he thought Germany had had a 'raw deal'. Britain was worried that it would not be strong enough to fight Germany and possibly Italy and Japan if they joined in to help their ally, so Chamberlain was forced to appease and buy time to prepare the military. [23]</i> [Answers may refer to modern historians as counter-revisionists or post-revisionists, and those in the 1940s and 1950s as orthodox – this is not a requirement but should be credited. Also, answers may refer to historians by name; this is not a requirement but should be credited] Nutshell: Developed use of 2 other interpretations to support/challenge Interpretation A OR one other interpretation and an evaluation of A based on the context. NB: Answers at this level can be one-sided or balanced. NB: For L5 candidates need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair.	21–25
Level 4 - The response has a developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a fully supported judgement of the interpretations in the context of historical events studied to answer the question. - The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.	Level 4 answers will typically argue that Interpretation A is fair/unfair supported by developed use of one other interpretation or evaluation of the context of Interpretation A e.g. <i>This is a fair comment. Thomson is criticising the policy of appeasement. He says it was built on a 'completely mistaken belief' that Hitler's aims were limited, and says Chamberlain believed Hitler had 'legitimate grievances'. Thomson was writing in the 1950s, by which time opinions had softened on Chamberlain compared to the massive criticism he received from Cato in the early 1940s. The interpretation is still criticising him, but the prevailing mood was set by Churchill in his 1950s book The Gathering Storm which blamed the policy and not the man. [18]</i> <i>People were no longer in the grip of a war they might lose (as Cato had been) and many felt that Chamberlain had made a mistake with appeasement like Thomson says, but that Chamberlain had good intentions. [20] (eval)</i> OR	16–20

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Levels	Indicative content	Marks
	<i>Thomson is writing in 1957 and says Chamberlain misjudges Hitler. I think this is unfair because revisionist historians like Taylor would disagree with this as they said Chamberlain had few options and Hitler was unpredictable. Revisionists explained that Chamberlain was under pressure from the Treasury and Imperial office who believed Britain couldn't afford war yet and didn't have imperial support for it. This meant that appeasement was a necessity not a 'misjudgement' and guided by British needs and not German grievances.</i> Nutshell: Developed use of ONE interpretation or evaluation of context of A to support / challenge Interpretation A. NB: For L4 candidates need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair.	
Level 3 - The response has some analysis and evaluation of the given interpretation and of other interpretations studied, and uses this to make a partially supported judgement of the interpretations in the context of historical events studied to answer the question. - The response demonstrates accurate knowledge and understanding that is relevant to the question.	Level 3 answers will typically be based on a valid argument about fairness and support this with relevant factual knowledge <i>The comment is fair because it's true that Chamberlain and his government thought they could stop Hitler if they gave into some of his demands. That's what Thomson says, that Chamberlain thought Hitler had legitimate demands and would 'settle down' once he achieved them. Chamberlain chose not to help the Czechs defend the Sudetenland, and instead, agreed Hitler could have the territory. But, they were giving Hitler important industrial and military land so Chamberlain actually made it so Germany was strong enough to ask for more. If Chamberlain had stood up to him earlier, war might have been avoided</i> OR OR Level 3 answers will be based on a valid argument about fairness and support this with undeveloped references to other interpretations to judge fairness or a slightly developed reference which doesn't explain how it shows fairness or unfairness e.g. <i>Thomson is writing in 1957 and he is critical of Chamberlain and appeasement. This is fair because orthodox historians like Churchill would agree with this as they were also critical of appeasement and said Chamberlain had made a mistake. (13)</i> <i>Thomson is writing in 1957 and says Chamberlain misjudges Hitler. I think this is unfair because revisionist historians like Taylor would disagree with this as they said Chamberlain had few options and Hitler was unpredictable. (13)</i> <i>Thomson says appeasement is a bad idea. This is fair because orthodox historians would agree. (11)</i> Nutshell: Valid argument based on relevant factual knowledge OR valid but undeveloped use of interpretation(s) NB: For L3 candidates need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair.	11–15
Level 2 - The response has some analysis and evaluation of the given interpretation and limited evaluation of other interpretations studied, and links this to a judgement of the given interpretation in the context of historical events studied to answer the question. - The response demonstrates some knowledge and understanding that is relevant to the question.	Level 2 answers will typically correctly describe relevant interpretations without a valid argument on the question of fairness e.g. Fails to tell us what A believes <i>The revisionist view would say this is unfair. They argued that Britain was not ready for war and did not have a strong enough military.</i> OR No fairness <i>Thomson's view is from the 1950s and he criticises appeasement. One interpretation about appeasement is from 'The Guilty Men' which says that Chamberlain was cowardly. The revisionists said that he couldn't be blamed for not understanding what Hitler wanted.</i> Nutshell: No or misunderstood A - but shows knowledge of interpretations but may fail to address question of fairness validly.	6–10
Level 1 The response has a basic analysis of the given interpretation and evaluates it in terms of the question. Other	Level 1 answers will typically demonstrate understanding of Interpretation A and/OR offer undeveloped/unsupported assertions about fairness e.g. <i>Thompson thinks that appeasement was a bad idea. He thinks Chamberlain was mistaken about Hitler.</i> <i>The Interpretation is right. He says Chamberlain was mistaken. I agree.</i>	1–5

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Levels	Indicative content	Marks
interpretations may be mentioned but there is no analysis or evaluation of them. The response demonstrates basic knowledge that is relevant to the topic of the question.	<i>This is harsh. Lots of other historians disagree and think he had no choice.</i> Nutshell: Shows understanding of A/unsupported assertions about fairness.	
Level 0 No response or no response worthy of credit.		0

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4. Study Interpretation B. Explain why not all historians and commentators have agreed with this interpretation. Use other interpretations and your knowledge to support your answer.

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

Levels	Indicative content	Marks
Level 5 - The response analyses the given interpretation, and compares and contrasts a range of aspects of the given interpretation with aspects of other interpretations studied, to produce a thorough, detailed analysis of how the interpretations differ. - There is a fully supported and convincing analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. - Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically provide developed explanations of how historian(s) or commentator(s) from two periods have disagreed with particular aspect(s) of Interpretation B and explain why at least one historian/commentator disagrees, e.g. <i>It is true that not all historians would agree with Interpretation B. Nekrasov is saying that the USA was responsible for the Cold War because of an aggressive American policy of using NATO to threaten the USSR.</i> <i>In the 1940s and up to the early 1960s most US historians would not agree as they blamed the Soviet Union, not the USA. They criticised Stalin for keeping troops in Eastern European countries after liberating them and trying to spread communist ideas across the world. [How] However, most of these commentators were heavily influenced by anti-Soviet propaganda and worries about the Red Scare which were very strong in the 1950s. They would be unlikely to consider any explanations for the Cold War unless it blamed Russia. [Why] (13)</i> <i>Some (post/counter revisionist) historians writing in the 1990s and after would disagree because they believe that both the USSR and USA were equally to blame, because they couldn't understand each other's actions. They would say that the USA thought the USSR was stronger than it was and so overreacted, which made the USSR overreact in return. [How] (19) These historians were writing at a time when the Cold War was thawing in the 1970s and there was an attempt for the two sides to try to understand each other more. The approach of these historians reflected this. (Why) [20 marks]</i> Nutshell: Valid explanation of how views from two periods disagree, and explanation as to why views from one period disagrees: H+H+W NOTE For L5 they need to make clear which aspect(s) of Interpretation B are contradicted / supported	17–20 
Level 4 - The response analyses the given interpretation, and compares and contrasts some aspects of the given interpretation with aspects of other interpretations studied, to produce an analysis of how the interpretations differ. - There is a supported analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. - Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will explain how or why historians from two different periods agree or disagree with particular aspect(s) of interpretation B. OR will explain how and why historians from the same period agree or disagree, e.g. <i>It is true that not all historians would agree with Interpretation B. Nekrasov is saying that the USA were responsible for the Cold War because of an aggressive American policy of using NATO to threaten the USSR. In the 1940s and up to the early 1960s most US historians blamed the Soviet Union, not the USA. They criticised Stalin for keeping Soviet troops in Eastern European countries after liberating them and trying to spread communist ideas across the world. These historians were very critical of the Soviets and saw the US as liberators. (How)</i> <i>Some historians writing since the end of the Cold War would also disagree. Since the Soviet archives were opened and lots more sources became available, a number of historians used this new evidence to blame Stalin in particular for causing the Cold War. Communism had been defeated and commentators in the USA described it as a victory over the 'evil empire' they had been fighting. Some historians in the early 1990s seem to have been influenced by this attitude. They used the evidence in the Soviet archives to justify blaming Russia again. (Why) [15 marks]</i> Nutshell: 2H different periods or 2W different periods or H+W same period or H+W different periods NOTE for L4 cand needs to make clear which aspect(s) of Interpretation B are contradicted / supported.	13–16 

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Levels	Indicative content	Marks
Level 3 - The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of other interpretations studied, to produce a partial analysis of how the interpretations differ. - There is some analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. - Response demonstrates accurate knowledge and understanding that is relevant to the question. - This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically explain how historian(s) and commentator(s) from one period agree or disagree with particular aspect(s) of Interpretation B OR will explain valid reasons why historian(s) from one period agree or disagree e.g. <i>It is true that not all historians would agree with Interpretation B. Nekrasov is saying that the USA was to blame because it was preparing for war against the USSR. But during the 1940s and 1950s many writers argued that the Cold War was caused by Russian aggression and expansion. They wanted to spread their influence across Europe and then Asia which is why they helped communist leaders in Eastern Europe, Korea and North Vietnam. [How] 10 marks</i> OR <i>Some historians would disagree with Nekrasov as he is blaming the US for causing the Cold War. When the Soviet archives were opened after 1990 more sources became available. This gave historians new evidence to blame Stalin for causing the Cold War, as his personality was so paranoid and suspicious he created many of the problems. [11 marks]</i> Nutshell: Explains how or why historian(s) from one period agrees or disagrees (H or W). NOTE For L3 candidates need to make clear which aspect(s) of Interpretation B are contradicted / supported	9–12 
Level 2 - The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of at least one other interpretation studied, to show how the interpretations differ. - There is a basic explanation of why the given interpretation and the other interpretation(s) differ, explained in terms of when the interpretations were created and their place within the wider historical debate. - Response demonstrates some knowledge and understanding that is relevant to the question. - This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically identify historian(s) who have agreed OR disagreed with Interpretation B but fail to explain how or why they agree/disagree OR will provide a chronological overview of the historiography but not examine interpretation B, or misunderstand it, e.g. <i>Not all historians would agree with Interpretation B about America being to blame. US historians of the late 1940s would have disagreed. [6 marks]</i> <i>Actually, not all historians would have disagreed. Many historians in the USA in the 1960s would have agreed as they also blamed the USA. [6 marks]</i> OR <i>Historians in the 1940s in the USA blamed the Soviets. In the 1960s revisionist historians blamed the USA. Post revisionists blamed both sides. [6 marks]</i> Nutshell: Identifies historians / schools of thought / periods but fails to address Interpretation B correctly NOTE: The term 'many historians' or similar expressions is usually not sufficient for L2 as its too unspecific- time period, school of thought or a named historian needed UNLESS it is clear from what the candidate says that that they are describing a specific school of thought. If the candidate correctly describes a school of thought but mislabels/offers an incorrect time period then this level is possible if the description is strong enough, although a lower mark within the level would be more likely.	5-8 
Level 1 - The response compares the candidate's own knowledge and understanding to the interpretation, or uses knowledge and understanding of the time in which it was created, to analyse the given interpretation. - There is no consideration or no relevant consideration of any other interpretations. - Response demonstrates basic knowledge that is relevant to the topic of the question.	Level 1 answers will typically make general assertions about Interpretation B or give their own critique of it e.g. <i>Some people would disagree with Interpretation B because Russia was more to blame than the USA.</i> <i>Not all historians would agree because lots were really critical of the Russians and said it was their fault.</i> <i>I think the USA was at fault because they dropped the Atom bomb to scare the Russians.</i> Nutshell: General assertions/own critique NOTE: Award at this level if candidates give their own critique of B (i.e. not the views of other historians). This may well be phrased as 'other historians' but is in fact the candidate's own view using contextual knowledge.	1-4 

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Levels	Indicative content	Marks
There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.		
Level 0 No response or no response worthy of credit.		0

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

5. Describe **one** example of the beliefs of the Republican Party in the 1920s.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	All content is indicative only and any other correct examples of Republican policies in the 1920s should also be credited. 2 egs or one eg explained= 2 marks.

Levels	Indicative content	Marks
N/A Points marking	<i>Republicans believed in laissez-faire [1], which meant they believed that government involvement in people's lives should be limited as far as possible [2].</i> <i>Republicans believed in low taxation [1], as they thought if people kept their own money they would spend it on US goods and this would help the country [2].</i> <i>Republicans believed in protective tariffs [1]. Placing import tariffs on foreign goods meant US companies would be at an advantage [+1].</i> <i>Additional relevant examples:</i> • <i>Immigration regulation</i> • <i>Protection of trusts</i> • <i>Prohibition</i> • <i>Anti-Communism</i> • <i>'Rugged Individualism'</i> NB: 'Prosperity is just around the corner' is not accepted. This was a 1932 Election slogan.	2

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6. Explain why many Americans did **not** prosper during the 1920s.

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

Levels	Indicative content	Marks
Level 5 - Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify two reasons why many Americans did not prosper and explain them fully e.g. <i>Many did not prosper because unemployment remained a problem in America throughout the 1920s. There was a huge growth in industry however the use of new technology meant this did not mean more workers were needed. Although the amount of goods being produced in America doubled in the 1920s, the number of unemployed people did not decrease and the Republican Party's laissez faire policy meant these people were not supported.</i> <i>Foreign competition was also an issue for some industries and the people who worked within them. For example US wheat farmers were competing against Canadian farmers, reducing prices and profits. Many farmers responded to falling prices by simply trying to grow more, using new technology, so more and more food was being produced. This led to a surplus which drove prices down further. Many farmers went bankrupt as a result and six million people were forced off the land as a result.</i>	9–10
Level 4 - Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify one reason why many Americans did not prosper and explain it fully e.g. <i>Many did not prosper because unemployment remained a problem in America throughout the 1920s. There was a huge growth in industry however the use of new technology meant this did not mean more workers were needed. Although the amount of goods being produced in America doubled in the 1920s, the number of unemployed people did not</i>	7–8

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Levels	Indicative content	Marks
	<i>decrease and the Republican Party's laissez faire policy meant these people were not supported.</i> NB: Candidates may identify more than one reason, but only explain one fully	
Level 3 - Response demonstrates accurate knowledge and understanding that is relevant to the question. - This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify and describe one or more reasons why many Americans did not prosper e.g. <i>The 1920s hit workers in traditional industries hard as growth was slow and profits declined.</i> <i>Miners struggled from poor pay and terrible conditions as the coal industry was not doing well.</i> <i>Workers in industries such as cotton and leather suffered from competition from new products.</i> <i>Farmers suffered as a result of falling demand/foreign competition/over production.</i> <i>African Americans found it hard to find work because of discrimination and most lived poorly.</i> <i>Many recent immigrants were discriminated against and found it hard to find jobs.</i> <i>Although it was a boom for many, those who were unemployed were unable to benefit from the boom. The unemployment rate remained steady at around 5%,</i> NB: Typically, one mark for each ID and description	5–6
Level 2 - Response demonstrates some knowledge and understanding that is relevant to the question. - This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically contain descriptions of reasons behind lack of prosperity in the 1920s e.g. <i>Overproduction was happening in farms and there was too much food.</i> <i>Some workers were campaigning for higher wages.</i> <i>The coal industry became increasingly redundant.</i>	3–4

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Levels	Indicative content	Marks
	<i>The unemployment rate didn't change vastly.</i> OR <u>Alternative Level 2: Identifies groups/issues with no further development</u> <i>Miners had poor pay.</i> <i>African Americans lived in terrible conditions.</i> <i>Workers in traditional older industries struggled.</i>	
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain general points or assertions e.g. <i>There was no work for some groups.</i> <i>The US government didn't help workers.</i> <i>Some people went on strike in this period.</i> <i>People lived in terrible conditions</i>	1–2
Level 0 No response or no response worthy of credit.		0

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7. Study Sources A and B. How similar are these two sources?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [10]
Additional Guidance	No marks must be awarded for demonstration of knowledge and/or understanding in isolation; knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 3 Response analyses both the sources by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the sources.	Answers will typically explain the contrasting <u>purpose</u> of the two sources OR will explain the similar purposes but differing focus/message/method of the two sources. <i>The sources are similar to an extent as they both address discrimination of African Americans. However they were produced to achieve different things. The government produced Source A to stop discrimination of African Americans in the workplace. Despite Executive Order 8802 being passed in 1941, discrimination was still common. The US government knew they needed African American support in the workplace to win the war and so they produced this poster to try to create unity in industries supporting the war. Source B is different as it was produced to tell the government African Americans still felt discriminated against. In 1943 tension was building in a few urban areas in America which culminated in race riots that summer. This tension probably influenced the author of Source B as he is critical of the US government for not protecting the rights of minority groups.</i> NB: 7-8 marks for supporting evidence from one source only. 9-10 marks for supporting evidence from both sources.	7–10
Level 2 Response analyses both the sources by using relevant detail from the source content and provenance or historical context to construct an argument to answer the question about the sources.	Answers will typically compare the <u>message</u> or the <u>attitudes</u> of the two sources to compare similarity/difference <i>Sources A and B are similar because both suggest there was discrimination against African Americans in America in the 1940s. Source A suggests that there was a need for unity in factories in America. This was true. There had been an influx of African American workers to urban areas as factories recruited workers and tension grew. Source B tells us that an American soldier thought there was little difference between the US and Nazi governments because both of them did little to protect the rights of minority groups.</i> NB: Supp from one source only (3-4 marks), Supp from both sources (5-6 Marks)	3–6

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Levels	Indicative content	Marks
Level 1 Response analyses the sources in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the sources.	Answers will typically focus on surface features to identify similarity or difference in general terms with limited or no support from sources, or focus on provenance simplistically e.g. <i>They are similar because they were both produced in 1943.</i> OR <i>They are different because A was produced by the US government, but B was written by a soldier.</i> OR <i>They are different because A would have had a wide audience whereas B was a personal response to a survey.</i> NB: In this level, answers may focus almost entirely on one of the two sources.	1–2
Level 0 No response or no response worthy of credit.		0

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8.* 'The people of the USA regarded the First New Deal as a success.' How far do you agree?

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

Levels	Indicative content	Marks
Level 5 - The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. - This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.	Level 5 answers will typically construct a balanced which uses a range of supporting evidence to support the argument being made, e.g <i>This statement is true. Chronic unemployment was affecting America and many people were happy that Roosevelt's First New Deal addressed this. The CCC allowed young men to sign on for six months and many of them used this money to support their families. It is estimated that the CCC helped roughly 2.5 million Americans. Americans were also happy that Roosevelt tackled the banks to prevent speculation. Roosevelt passed the Emergency Banking Act which allowed him to close all banks the day after he became president. Only trustworthy banks were allowed to reopen and they had to operate under strict rules to prevent another situation like the Wall Street Crash. Therefore it can be argued that after a turbulent period the First New Deal restored people's faith in the US government and so they regarded it as a success.</i> <i>However, not everyone regarded all aspects of the First New Deal as a success. The Public Works Administration faced some criticism. People criticised the low wages paid to WPA employees as they argued this limited the number of experienced workers. Others criticised the fact that some WPA contractors had to pay a percentage of their wage to the Democratic Party, which turned the WPA into a political tool. These things meant that the government could not be seen to be fully supportive of ordinary people. In addition, while the AAA helped farmers to modernise, the use of new equipment actually put some farm labourers out of work.</i> <i>In conclusion it could be argued that on the whole the reaction to the First New Deal was positive and people in the US were happy with Roosevelt. However the sweeping changes which affected the country in Roosevelt's first hundred days as president saw some people overlooked or left behind and caused some long-term issues which came to a head in his Second New Deal.</i> NB: A clinching argument = one extra mark 16-17 marks = 4 explained points (3-1 or 2-2) 15-16 marks = 3 explained points (2-1)	15-18

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Levels	Indicative content	Marks
Level 4 - The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. - This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	Level 4 answers will typically construct a balanced or one-sided argument with support from at least two valid explained examples e.g. <i>This statement is true. Chronic unemployment was affecting America and many people were happy that Roosevelt's First New Deal addressed this. The CCC allowed young men to sign on for six months and many of them used this money to support their families. It is estimated that the CCC helped roughly 2.5 million Americans. Americans were also happy that Roosevelt tackled the banks to prevent speculation. Roosevelt passed the Emergency Banking Act which allowed him to close all banks the day after he became president. Only trustworthy banks were allowed to reopen and they had to operate under strict rules to prevent another situation like the Wall Street Crash. Therefore it can be argued that after a turbulent period the First New Deal restored people's faith in the US government and so they regarded it as a success.</i> OR <i>This statement is true. Chronic unemployment was affecting America and many people were happy that Roosevelt's First New Deal addressed this. The CCC allowed young men to sign on for six months and many of them used this money to support their families. It is estimated that the CCC helped roughly 2.5 million Americans.</i> <i>However, not everyone regarded all aspects of the First New Deal as a success. The Public Works Administration faced some criticism. People criticised the low wages paid to WPA employees as they argued this limited the number of experienced workers. Others criticised the fact that some WPA contractors had to pay a % of their wage to the Democratic Party, which turned the WPA into a political tool.</i> NB: Reserve 14 marks for a clinching argument. 12 mark standard unless one point developed well.	11–14
Level 3 - The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. - This is supported by accurate knowledge and understanding that is relevant to the question. <i>There is a line of reasoning presented which is mostly</i>	Level 3 answers will typically construct an argument with support from one explained example. E.g. <i>I agree with this. Chronic unemployment was affecting America and many people were happy that Roosevelt's First New Deal addressed this. The CCC allowed young men to sign on for six months and many of them used this money to support their families. It is estimated that the CCC helped roughly 2.5 million Americans.</i> Sound answer is 8/9 marks	7–10

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Levels	Indicative content	Marks
<i>relevant and which has some structure.</i>		
Level 2 - The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. - This is supported by some knowledge and understanding that is relevant to the question. <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Level 2 answers will typically describe and/or identify how the First New Deal was regarded as a success (or not) but will not explain e.g <i>The New Deal created alphabet agencies. For example, the CCC created work for young men in forestry and conservation. They lived away from home and received a dollar a day to send home.</i> <i>The NRA improved working conditions. It also outlawed child labour.</i> <i>The AAA reduced farm production, addressing the issue of overproduction.</i> <i>Huey Long didn't think the First New Deal went far enough.</i> <i>The Public Works Administration spent a lot of money but failed to return industry to pre-Depression levels.</i> <i>The Supreme Court declared lots of the acts that were passed as part of the First New Deal unconstitutional.</i> <i>The First New Deal didn't completely get rid of the issue of unemployment.</i> <i>There was a Second New Deal because the First New Deal was not a success.</i> <i>The First New Deal failed to deal with the issue of lynching.</i> <i>The First New Deal successfully ended prohibition</i> NB: 1 mark for each ID unless well developed	4–6
Level 1 The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but	Level 1 answers will typically make general assertions e.g. <i>The New Deal improved things.</i> <i>The New Deal set up alphabet agencies.</i> <i>The New Deal failed to help everyone.</i> <i>The New Deal reduced poverty</i>	1–3

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Levels	Indicative content	Marks
some very basic understanding of these is apparent in the answer. - There is basic knowledge that is relevant to the topic of the question. <i>The information is communicated in a basic/unstructured way.</i>	<i>The New Deal set up alphabet agencies</i> <i>The New Deal introduced the PWA</i> <i>Many people said the New Deal went too far/not far enough.</i>	
Level 0 No response or no response worthy of credit.	NB: The question is about the First New Deal. This is 1933-34. Any agencies/actions specific to the Second New Deal (1935-38) should not be awarded marks. (e.g. Wagner Act, FSA, SSA, RA, WPA etc)	0

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