

GCSE (9–1)

History A (Explaining the Modern World)

J410/07: International Relations: the changing international order 1918-2001 with The USA 1945-1974: The People and the State

General Certificate of Secondary Education

Mark Scheme for June 2019

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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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Annotations

Annotation	Meaning of Annotation
	Blank page
	Point has been noted, but no credit has been given (big)
	Not Relevant
	Level 5
	Level 4
	Level 3
	Level 2
	Level 1
	Significant amount of material which doesn't answer the question
	
	Evaluation

DEV	Development
?	Unclear

1. 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.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 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 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.

Section A

International Relations: the changing international order 1918–c.2001

1. Outline how international peace was encouraged in the 1920s.

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 <ul style="list-style-type: none"> The 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. 	Please see following page	4–5
Level 2 <ul style="list-style-type: none"> The 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. 		2–3
Level 1 <ul style="list-style-type: none"> The response includes some knowledge that is relevant to the question. 		1
Level 0 No response or no response worthy of credit.		0

1. Outline how international peace was encouraged in the 1920s.

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	<p>Level 3 answers will typically identify a way in which peace was encouraged and develop the answer e.g.</p> <p><i>To encourage peace a League of Nations was created in the 1920s. Many countries joined to try and keep peace through talking about disputes rather than resorting to violence. Countries made agreements between themselves to avoid a repetition of the First World War which had killed millions.</i></p> <p><i>The League of Nations encouraged peace by resolving disputes. A good example of this working was the dispute between Sweden and Finland over the Aaland Islands in 1921, where the case was brought to the League who ruled that the islands belonged to Finland. Sweden accepted the decision and this encouraged peaceful solutions.</i></p> <p>Nutshell: Supported example of approach eg Agreement / League (4 marks) with how it encouraged peace (5 marks) Development is most likely to involve the aims/reasons for or methods of the organization/action identified.</p>	4–5
Level 2	<p>Level 2 answers will typically identify one or more example(s) of international peace being encouraged in the 1920s e.g.</p> <p>A League of Nations was created (2) to sort out disputes (3) Countries made treaties (2) Countries started to disarm (2) They agreed the Locarno treaty (3) (to get L3 needs how it would promote peace - some support about Locarno and / or Locarno being part of wider pattern of co-operation). Trade was encouraged to foster better relations (2)</p> <p>Nutshell: Identifies example(s) of how peace was encouraged.</p>	2–3
Level 1	<p>Level 1 answers will typically outline one or more event with little or no reference to encouraging international peace, or respond very generally e.g.</p> <p><i>Countries agreed to keep the peace.</i></p>	1
Level 0		0

2. Explain why the USA and USSR clashed over Germany between 1945 and 1949.

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 <ul style="list-style-type: none"> The 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. 	Please see following page	9–10
Level 4 <ul style="list-style-type: none"> The 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. 		7–8
Level 3 <ul style="list-style-type: none"> The 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. 		5–6
Level 2 <ul style="list-style-type: none"> The 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. 		3–4
Level 1 <ul style="list-style-type: none"> The 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. 		1–2
Level 0 No response or no response worthy of credit.		0

2. Explain why the USA and USSR clashed over Germany between 1945 and 1949.

Levels	Indicative content	Marks
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Level 5	<p>Level 5 answers will typically identify at least two reasons why the USA and USSR clashed over Germany and explain them fully e.g.</p> <p><i>One reason the USA and USSR clashed over Germany between 1945 and 1949 was that they could not agree on how to deal with Germany after the Second World War. Stalin wanted to force Germany to pay massive reparations for all the damage done to the USSR during the war but President Truman believed this would make a repeat of war more likely, just like after the First World War. Stalin became concerned that the USA was trying to build up Germany as an ally against the USSR.</i></p> <p><i>Another reason that they clashed over Germany was due to the Berlin Blockade. In 1948 Stalin blocked off access to West Berlin, which was occupied by the Allies but deep inside Soviet-occupied East Germany. Stalin was trying to force the Allies out, but they responded by transporting huge amounts of supplies to West Berlin by plane in what became known as the Berlin Airlift.</i></p> <p>Nutshell: Two reasons for problems identified and explained. NB: 2 threshold answers – 9 marks</p>	9–10
Level 4	<p>Level 4 answers will typically identify one reason why the USA and USSR clashed over Germany and explain it fully e.g.</p> <p><i>The USA and USSR clashed over Germany between 1945 and 1949 because they could not agree on how to deal with Germany after the Second World War. Stalin wanted to force Germany to pay massive reparations for all the damage done to the USSR during the war but President Truman blocked this. Stalin became concerned that the USA was trying to build up Germany as an ally against the USSR.</i></p> <p><i>THRESHOLD ANSWERS</i></p> <p><i>One reason was they couldn't agree on how to deal with Germany after the war. Stalin wanted Germany to pay huge reparations, but Truman blocked this. This caused a clash.</i></p> <p><i>Another reason that they clashed was due to the Berlin Blockade. In 1948 Stalin blocked off access to West Berlin which was occupied by the Allies to try to force them out. They responded by transporting supplies to West Berlin by plane.</i></p> <p>Nutshell: One reason for problems identified and explained. NB: 1 threshold answer – 7 marks</p>	7–8

Level 3	<p>Level 3 answers will typically identify or describe at least one reason why the USA and USSR clashed over Germany. e.g.</p> <p><i>Berlin was a source of tension between 1945 and 1949 because it was deep inside the Soviet zone of occupation but the Allies controlled the West of the city. The Allies had pumped large amounts of money into West Berlin to rebuild it but the East of Berlin remained poor.</i></p> <p><i>Truman thought that Stalin's desire for reparations would make Germany want revenge.</i> <i>Stalin thought Truman wanted to build Germany up as an ally against Russia.</i> <i>Stalin wanted Germany weak, the USA wanted to help build it up.</i> <i>The USA, Britain and France united the currency in their zones and Stalin was furious.</i> <i>Berlin was deep in the Soviet zone and Stalin resented western influence there.</i></p> <p>Nutshell: Identifies and describes reason(s) but fails to explain how it/they led to a clash</p>	5–6
Level 2	<p>Level 2 answers will typically contain description of events linked to the USA and USSR clashing over Germany e.g.</p> <p><i>In 1947 the British and Americans merged their zones of occupation in West Germany to become Bizonia. The following year Stalin blocked off access to West Berlin, which was in the Soviet zone.</i></p> <p>Nutshell: Description of relevant events but no reasons identified</p>	3–4
Level 1	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>After the war Germany was split into four parts.</i> <i>They clashed over Berlin.</i></p> <p>Nutshell: Unspecific points</p>	1–2
Level 0		0

3. Study Interpretation A. Do you think this is a fair comment on the reasons why the Cold War **began**? Use your knowledge and other interpretations of the early stages of the Cold War 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 <ul style="list-style-type: none"> 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. 	Please see following pages	21–25
Level 4 <ul style="list-style-type: none"> 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. 		16–20
Level 3 <ul style="list-style-type: none"> 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. 		11–15
Level 2 <ul style="list-style-type: none"> 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. 		6–10
Level 1 <ul style="list-style-type: none"> The response has a basic analysis of the given interpretation and evaluates it in terms of the question. Other 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 		1-5
Level 0 No response or no response worthy of credit.		0

3.




3. Study Interpretation A. Do you think this is this a fair comment on the reasons why the Cold War began? Use your knowledge and other interpretations of the early stages of the Cold War to support your answer.



Levels	Indicative content	Marks
Level 5	<p>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</p> <p><i>In Interpretation A Nettl is arguing that the Soviet Union was responsible for the Cold War, however its actions were understandable and to an extent justifiable. He is claiming that by trying to take control of Eastern Europe and keep Germany weak Stalin was looking to protect the USSR rather than expand it.</i></p> <p><i>In many ways this is a fair comment. Recent post-revisionist historians would have shared Nettl's view as they see Stalin's actions in Eastern Europe as defensive. These historians see the origins of the Cold War as being the result of mistrust and misunderstanding between the two sides which resulted in a cycle of action and reaction. They agree that Stalin was to blame for some aspects, but argue that his actions were often misunderstood by the US, just as in this extract Nettl tries to explain Stalin's actions without criticising them. On the other hand other historians would disagree with Nettl, and place the blame for the Cold War mainly at the feet of the US. These revisionist historians argued that the USA caused the Cold War by trying to dominate Europe economically, with Marshall Aid and using its 'Open Door' policy. This was an attempt to give the US access to states it could dominate.</i></p> <p><i>[Candidates could argue that other historians would disagree with Nettl partly and blame the USSR for helping to cause the Cold War, but see its actions as premeditated and about wanting to spread revolution around the world.]</i></p> <p>Nutshell: Developed use of other interpretations or context (of A) to support/challenge Interpretation A NB: Answers at this level can be one-sided or balanced provided they are sufficiently developed and supported. NOTE For L5 candS need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair</p>	21–25
Level 4	<p>Level 4 answers will typically argue that Interpretation A is fair/unfair supported by developed use of one other interpretation or the context of Interpretation A eg</p> <p><i>Interpretation A argues that Stalin caused the Cold War because he was trying to protect the USSR, not because he was acting aggressively. That is why he took control of Eastern Europe.</i></p> <p><i>In many ways this is a fair comment. Other historians in the 1980s and 90s agree he caused the Cold War because although he was acting defensively, his actions were misunderstood by the USA and they overreacted to him, thinking that he was looking for world revolution. This then led to a cycle of reaction and action which made the situation very tense.</i></p> <p>OR</p> <p><i>This is not a fair comment. Revisionist historians would not agree as they saw the USA's actions as to blame for the Cold War, not the USSR's. These historians believe the US was trying to spread its influence and power which is why it was willing to give Marshall Aid to Europe, as it would help its own economy to recover and strengthen ties with Europe. This aggravated Stalin who saw it as 'dollar imperialism'</i></p> <p>Nutshell: Developed use of ONE interpretation or context (of A) to support / challenge Interpretation A NOTE For L4 candS need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair</p>	16–20

Level 3	<p>Level 3 answers will typically argue that Interpretation A is fair/unfair supported by relevant factual knowledge OR undeveloped use of relevant interpretation(s) eg</p> <p><i>The comment is fair that the USSR caused the Cold War because when it took steps to expand into Eastern Europe this was spreading Communism and was seen as aggressive by the United States. When Stalin used tactics like bringing Red Army soldiers into Eastern Europe, staging rigged elections and assassinating non-Communist politicians like in Czechoslovakia Stalin was being reckless and ignoring agreements made at Yalta. (use of relevant factual knowledge)</i></p> <p>OR</p> <p><i>This comment is fair that the USSR caused the Cold War because orthodox historians agree that it was the USSR who caused it by acting aggressively and expanding. (undeveloped use of relevant interpretation)</i></p> <p>Nutshell: Valid argument based on contextual knowledge OR valid but undeveloped use of interpretation(s) NOTE For L3 candS need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair</p>	11–15
Level 2	<p>Level 2 answers will typically describe interpretation(s) without explaining whether it/they support or contradict Interpretation A eg</p> <p><i>Orthodox historians think that the Cold War was the result of aggressive expansion by the USSR. Revisionists blamed the USA more than the USSR because the USA provoked USSR with the Truman Doctrine.</i></p> <p>Nutshell: Describes interpretation(s) but fails to address question</p>	6–10
Level 1	<p>Level 1 answers will typically contain general points about Interpretation A accompanied by basic knowledge or a general statement about other interpretations e.g.</p> <p><i>Nettl is being fair. The USSR was at risk and wanted to protect itself.</i></p> <p>OR</p> <p><i>Interpretation A is not fair. Many historians would disagree with what Nettle has said.</i></p> <p>Nutshell: Shows understanding of A/unsupported assertions about fairness</p>	1-5
Level 0		0



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; 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. Candidates are not required to refer to specific historians or schools of thought but should be given credit within the level if they do so correctly. Credit could be awarded within any level for candidates who explain (with valid support such as the new sources under the Public Records Act) that some historians have agreed with the interpretation

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> 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. The 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. 	Please see following page(s)	17–20 
Level 4 <ul style="list-style-type: none"> 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. The 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. 		13–16 
Level 3 <ul style="list-style-type: none"> 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 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. The response demonstrates accurate knowledge and understanding that is relevant to the question. 		9–12 

<ul style="list-style-type: none"> This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 		
<p>Level 2</p> <ul style="list-style-type: none"> 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. The 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. 		<p>5–8</p> 
<p>Level 1</p> <ul style="list-style-type: none"> 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. The 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. 		<p>1–4</p> 
<p>Level 0 No response or no response worthy of credit.</p>		<p>0</p>

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.

Levels	Indicative content	Marks
Level 5	<p>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 <u>one of them</u> disagrees, eg</p> <p><i>Taylor is arguing that Chamberlain's policy of appeasement was a mistake and that Chamberlain, through 'fear', simply encouraged Hitler to make more and more demands and so made war inevitable rather than preventing it. In the late 1930s, many commentators would have strongly disagreed with this view. Many people at the time saw Chamberlain's actions as keeping the peace. In a world that still remembered the horrors of the First World War and had seen the effects of modern warfare in the Spanish Civil War many commentators respected Chamberlain and viewed him as a hero. Most MPs approved of his actions and Chamberlain was cheered by the people when he returned from the Munich Conference. (How and Why)</i></p> <p><i>Writing in the late 1960s, many historians also shared the view that Chamberlain's policy of appeasement was a reasonable one and so they too would not have agreed with Interpretation B. By this time more documents had become available that demonstrated just how weak Britain was in the 1930s and Britain's failure in the Suez Crisis in the 1950s had shown standing up to dictators with military force could end in failure. (How and Why)</i></p> <p>Nutshell: Valid explanation of how views from two periods disagree, with explanation as to why at least one is different: HW H. NOTE For L5 candS need to make clear which aspect(s) of Interpretation B are contradicted / supported</p>	<p>17–20</p> 
Level 4	<p>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 one period agree or disagree.</p> <p><i>Not all historians and commentators shared Taylor's view that Chamberlain's actions were a mistake and encouraged Hitler. Many at the time would have disagreed with Interpretation B. Tens of thousands of letters and telegrams were sent to Chamberlain praising him for his actions. In a world that still remembered the horrors of the First World War and had seen the effects of modern warfare in the Spanish Civil War many commentators respected Chamberlain and viewed him as a hero.</i></p> <p><i>OR</i></p> <p><i>Writing years after the events, many historians in the late 1960s shared the view that Chamberlain's policy of appeasement was a reasonable one and would not have agreed with Interpretation B. By this time more documents had become available that demonstrated how weak Britain was in the 1930s, and that the Great Depression and disarmament in the 1920s had left Britain too weak to use military force against Hitler. Because of this, Chamberlain was seen having no other real option but to try and appease Hitler's demands, and in fact bought Britain the time it needed to rearm and stand up to Germany.</i></p> <p><i>[Alternatively, candidates could balance their argument with reference to those who might agree with Interpretation B, such as the authors of 'Guilty Men', or Churchill].</i></p> <p>Nutshell: 2H different periods or 2W different periods or H+W same period or H+W different periods NOTE For L4 candS need to make clear which aspect(s) of Interpretation B are contradicted / supported NB: Agreements can reach this level.</p>	<p>13–16</p> 

Level 3	<p>Level 3 answers will typically explain how historian(s) and commentator(s) have agreed OR disagreed with particular aspect(s) of Interpretation B OR will explain valid reasons why historians from one period disagrees or agrees but fail to explain how e.g</p> <p><i>Many revisionist historians would have disagreed with the view that the failure of appeasement was down to Chamberlain. They argued he was working under very difficult circumstances and had little choice but to appease Hitler when the British military was still unprepared for war in 1938. (12)</i> OR <i>Many historians and commentators would actually have agreed with Interpretation B that Chamberlain was afraid. Straight after the war broke out a book called 'Guilty Men' accused Chamberlain and his colleagues of cowardice and failing to stand up to Hitler. (12)</i> OR <i>Interpretation B is critical of Chamberlain. Counter-revisionist historians writing in the 1990s would agree as they have criticised Chamberlain too, saying that he overestimated the power Germany possessed and that he continued to use Appeasement long after it was obviously not going to work. (10)</i> OR <i>Revisionist historians would not accept this view that Chamberlain was motivated by fear. Most of them were looking at evidence that was made available after the 50 Year Rule was changed to the 30 Year Rule in the late 1960. They saw that in reality Chamberlain did not have many options other than to appease Hitler because of the state of Britain's economy and military. (12)</i></p> <p>Nutshell: Explains how or why historian from one period agrees or disagrees (H or W) NOTE For L3 candas need to make clear which aspect(s) of Interpretation B are contradicted / supported</p>	<p>9–12</p> 
Level 2	<p>Level 2 answers will typically identify historian(s) who have agreed OR disagreed with Interpretation B but fail to explain how or why OR will provide a chronological overview of the historiography but not examine interpretation B, or misunderstand it, eg:</p> <p><i>Some historians in the 1960s (or Revisionists) were more sympathetic towards Chamberlain because they thought he was in a no win situation.</i> OR <i>Commentators in the late 1930s praised Chamberlain. The orthodox view criticised him. The revisionists understood his actions and justified them and then the post revisionists criticised him again for stubbornness.</i></p> <p>Nutshell: Identifies historians / schools of thought / periods but fails to address particular aspect(s) of Interpretation B NOTE: The term 'many historians' or similar expressions is not sufficient for L2 as its too unspecific- time period, school of thought or a named historian needed.</p>	<p>5–8</p> 
Level 1	<p>Level 1 answers will typically make general assertions about Interpretation B or give their own critique of it e.g.</p> <p><i>Many commentators would have disagreed with Interpretation B because they were there at the time and would see things differently.</i> <i>Some historians would also have disagreed because they would have access to sources that would allow them to have different views.</i></p> <p>Nutshell: General assertions/own critique NOTE: Award at this level if candidates give their own critique of B (ie 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.</p>	<p>1–4</p> 

Section B

The USA 1945–1974: The People and the State

5. Describe **one** consequence of the Stonewall riots of 1969. (2)

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 the impact of the Allied occupation on Germany in the period should also be credited.

Levels	Indicative content	Marks
N/A Points marking	<p><i>One consequence of the riots was that the gay community realised that it needed to be more militant. As a result of this the Gay Liberation Front was formed. The GLF opposed all social inequalities and worked for gay rights and against racism and sexism.'</i></p> <p>OR</p> <p><i>One consequence was to give the gay community more confidence. On the first anniversary of the riots in 1970 the first Gay Pride marches took place. They showed that gay people were proud of their own identity and were being far more assertive.</i></p> <p>Or</p> <p><i>The gay movement gained more consequences to protest (1) They also set up new support organisations for themselves (2)</i></p>	2

6. Explain why the Civil Rights Act was passed in 1964. (10)

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 <ul style="list-style-type: none"> The 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. 	<i>Please see following pages</i>	9–10
Level 4 <ul style="list-style-type: none"> The 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. 		7–8
Level 3 <ul style="list-style-type: none"> The 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. 		5–6
Level 2 <ul style="list-style-type: none"> The 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. 		3–4
Level 1 <ul style="list-style-type: none"> The 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. 		1–2
Level 0 No response or no response worthy of credit.		0

6. Explain why the Civil Rights Act was passed in 1964. (10)

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically identify two or more reasons why the Civil Rights Act was passed in 1964 and explain them fully, e.g.</p> <p><i>One reason was the Birmingham campaign of 1963 and other protests across the southern states of the USA. Birmingham was one of the most racially divided cities in America. Many school children took part and the violence used by the police against them was shown on television to the horror of many people. The police used vicious dogs, cattle prods and water hoses. This made the government realise that something had to be done.</i></p> <p><i>The second reason was the assassination of President Kennedy at the end of 1963. Kennedy had decided that a civil rights bill was needed but was killed before he could do anything. He was followed by Johnson who thought he owed it to Kennedy to push the reform through, especially as he was not an elected president. The mood of the country was also in favour of doing something to honour Kennedy. Johnson used his political skills to get it through Congress arguing that it could not stop a reform so close to Kennedy's heart.</i></p> <p>Nutshell: <i>Two reasons why the Civil Rights Act was passed explained</i></p>	9–10
Level 4	<p>Level 4 answers will typically identify one reason why the Civil Rights Act was passed in 1964 and explain it fully e.g.</p> <p><i>The Civil Rights Act was passed in 1964 because the situation in America was getting out of hand. Black Americans were becoming more militant because little was being done. Protests were breaking out across the country. There was the march on Washington in 1963, the protests in Birmingham and other cities, including in northern city ghettos. There were also riots across the southern states in 1963. These events often led to violence, especially by the police. This caused much unease in America where the mood was gradually changing in favour of reform. It was clear that something had to be done.</i></p> <p>Nutshell: <i>identifies reason(s) with one explained</i></p> <p><i>N.B At this level many candidates will attempt to explain more than one reason but only explain one to the required standard</i></p>	7–8
Level 3	<p>Level 3 answers will typically identify and describe reasons why Civil Rights Act was passed in 1964 without explaining e.g.</p> <p><i>The Civil Rights Act was passed because Black Americans were badly discriminated against through segregation. There were many protests in favour of reform. It was also helped by Kennedy's assassination which made people determined to do something. A final reason was that President Kennedy's brother, Robert, was in favour of reform.</i></p> <p>Nutshell: <i>One or more reasons identified or described but no explanation</i></p>	5–6

Level 2	<p>Level 2 answers will typically contain description of events that is linked to the passing of the Civil Rights Act of 1964 e.g.</p> <p><i>There were serious protests in Birmingham in 1963. Martin Luther King was one of the leaders. There were sit-ins and boycotts against segregation and discrimination. The police reacted violently using dogs, cattle prods and water hoses against children who were taking part in the protests.</i></p> <p>Nutshell: <i>Description of relevant events but no reasons identified.</i></p>	3–4
Level 1	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>Black Americans were treated badly and something had to be done about it.</i></p> <p>Nutshell: General points</p>	1–2

7a Study Source A. Explain why McCarthy made this speech in 1950. (5)

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	<p>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.</p> <p>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.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
<p>Level 3</p> <ul style="list-style-type: none"> The 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. 	<i>Please see following pages</i>	4-5
<p>Level 2</p> <ul style="list-style-type: none"> The 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. 		2-3
<p>Level 1</p> <ul style="list-style-type: none"> The 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 source(s). 		1
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

7a Study Source A. Explain why McCarthy made this speech in 1950. (5)

Levels	Indicative content	Marks
Level 3	<p>Level 3 answers will typically make a clear statement of purpose based on intended outcome and/or audience and support this with reference to content of the source or context e.g.</p> <p><i>McCarthy made this speech in 1950 to put pressure on the US government to conduct a witch-hunt against anyone working for it and suspected of being a communist traitor. He had seen the Un-American Activities Committee start to interrogate suspected communists working in Hollywood. He now wanted this committee to interrogate the 205 people he names in the speech. He saw them as 'enemies from within' and wanted them sacked from their jobs in government.</i></p> <p>Nutshell: Purpose + context or detail from the source</p>	4–5
Level 2	<p>Level 2 answers will typically identify and explain the message of the source using relevant source content or context e.g.</p> <p><i>He made this speech to make it clear the government was being infiltrated by communists. McCarthy was a Republican and was very suspicious of the Truman government and of the government in Washington where many officials had worked closely with the USSR during the war and so could be accused of being communists. He claimed in the speech that he had the names of 205 communists working in the State Department and that the greatest danger to America was from communists working inside the government</i></p> <p>Nutshell: Message + CK or detail from the source</p>	2-3
Level 1	<p>Level 1 answers will typically argue the source was meant to provide information OR describe the context in which the source was produced e.g.</p> <p><i>He made the speech to tell people that Russia was becoming more powerful than America.</i></p> <p>OR</p> <p><i>He made this speech to tell people that there were 205 communists working in the State Department.</i></p> <p>Nutshell: source as information general comments/CK</p>	1

7b Study Source B. What is the message of the cartoonist? (5)

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	<p>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.</p> <p>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.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
<p>Level 3</p> <ul style="list-style-type: none"> The 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. 	<i>Please see following pages</i>	4-5
<p>Level 2</p> <ul style="list-style-type: none"> The 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. 		2-3
<p>Level 1</p> <ul style="list-style-type: none"> The 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 source(s). 		1
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

7b Study Source B. What is the message of the cartoonist? (5)

Levels	Indicative content	Marks
Level 3	<p>Level 3 answers will typically identify the view of the cartoonist and support this through effective use of content or context e.g.</p> <p><i>The cartoonist is against McCarthy. In this cartoon he is criticising him for making false claims about suspected communists. McCarthy is shown holding a doctored photograph and a fake letter. This is to suggest that when McCarthy made claims about suspected communists he had no evidence or was making it all up. It is significant that he changed the number of people in government he claimed were communists from 205 to 57 and this made people suspicious. This cartoon was published in 1954 when the mood of America was turning against McCarthy because he had claimed there were communists in the US Army.</i></p> <p>Nutshell: cartoonist has created this to show negative opinion of McCarthy (sees the cartoon as a construct – knows it was make a point)</p> <p>N.B. if they get the cartoonist's message without support go to bottom of level</p>	4–5
Level 2	<p>Level 2 answers will typically identify the message of the cartoon and support this through effective use of content or context e.g.</p> <p><i>The message of this cartoon is that McCarthy is not always honest. He is shown, probably during one of his speeches, claiming the government was full of communists, holding up a faked letter as evidence. The message is that he made it all up and had no evidence. At the time of the cartoon, public opinion was turning against McCarthy because of his attacks on the US Army. People were beginning to see that his claims about communists could not be trusted and this cartoon is supporting this view.</i></p> <p>Nutshell: interprets what the cartoon means</p>	2–3
Level 1	<p>Level 1 answers will typically identify a valid sub-message(s) in the cartoon and use content or context to explain how this is conveyed OR make a valid comment about the content or provenance of the source e.g.</p> <p><i>The source is saying that McCarthy is using a faked letter. He is holding up such a letter and is using it as evidence against communists in America.</i></p> <p>Nutshell: general comments (no purpose or valid message)</p>	1

8.* 'Malcolm X achieved more for Black Americans than Martin Luther King.' How far do you agree with this view? (18)

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. Answers at Level 4 require one point on each side of the argument and one element of support. Answers with more valid support than this should be awarded L5. 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 <ul style="list-style-type: none"> 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. <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> 	<i>Please see following pages</i>	15–18
Level 4 <ul style="list-style-type: none"> 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> 		11–14
Level 3 <ul style="list-style-type: none"> 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 relevant and which has some structure.</i> 		7–10
Level 2 <ul style="list-style-type: none"> 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> 		4–6
Level 1 <ul style="list-style-type: none"> 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 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> 		1–3
Level 0 No response or no response worthy of credit.		0

8.* 'Malcolm X achieved more for Black Americans than Martin Luther King.' How far do you agree with this view? (18)

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically construct a balanced and well-supported argument using a range of supporting evidence and addressing the issue of how far e.g.</p> <p><i>Malcolm X certainly achieved a lot for Black Americans. He believed in separation from white society and added a new dimension to the protests of Black Americans in the USA, getting them to take pride in being black and in their own culture. He had a big influence on the Black power movement. He also put much emphasis on social and economic inequalities of Black Americans, especially those in northern cities. King focused more on the South and rather ignored blacks in large northern cities. In the mid-1960s there were waves of riots by young Black Americans showing that they had rejected King's methods. However, it is significant that in 1964 Malcolm X started to work with civil rights leaders like Martin Luther King. This seems to suggest he had decided their methods were best.</i></p> <p><i>Martin Luther King achieved much more through peaceful protest, allowing Black Americans to fully participate in American society. He led civil rights marches and campaigns from the Montgomery Bus Boycott in 1956 to his march on Washington in 1963. Through this support of non-violence he won over the support of many white Americans and people in government. By working with whites he achieved more than Malcolm X and mobilised hundreds of thousands of people to support him and so had a large part to play in bringing about the 1964 Civil Rights Act and the 1965 Voting Rights Act. Overall, King achieved more than Malcolm X because he won the support of white Americans through his non-violent methods</i></p> <p>Nutshell: Balanced argument with two explained examples on each side OR two examples on one side and one on the other side NOTE: 18 marks = As below plus a clinching argument 16-17 marks = 4 explained examples (3-1 or 2-2) 15 marks = 3 explained examples (2-1)</p>	15–18
Level 4	<p>Level 4 answers will typically construct a balanced and supported argument, e.g.</p> <p><i>Level 4 answers will typically construct a balanced or one-sided argument with support from at least two valid examples e.g.</i></p> <p><i>Malcolm X did help Black Americans by giving them more pride and self-respect. He encouraged them to value their own culture and persuaded many that they would have to fight for their rights. They could not depend on white people. He had much support in the northern city ghettos and appealed more to young blacks who rioted in the mid-1960s in places like the Watts ghetto.</i></p> <p><i>Martin Luther King achieved much. His non-violent approach won him many supporters, and importantly, many whites supported him. He led many marches and protests for equal rights and the ending of racial discrimination. His hope of racial harmony was one that appealed to many people and he helped bring about the laws that were passed in the 1960s outlawing racial discrimination.</i></p> <p>Nutshell: One sided (two explained examples of support); or balanced argument (one explained example of support on each side) 14 marks- reserve for clinching argument</p>	11–14
Level 3	<p>Level 3 answers will typically construct a one-sided argument with support, e.g.</p> <p><i>Martin Luther King achieved much more. His non-violent approach won him many supporters, and many whites</i></p>	7–10

	<p><i>supported him. He led many marches and protests for the ending of racial discrimination. His 'I have a dream' speech had a great impact and he attracted over 250,000 people to the march in Washington. His hope of racial harmony was one that appealed to many people and he helped bring about the laws that were passed outlawing racial discrimination</i></p> <p>Level 3 answers will typically construct a one-sided argument with support from one valid example e.g.</p> <p>Nutshell: One sided argument, one explained example to support</p> <p>NOTE: Many answers at L3 will attempt a balanced answer and a wider range of support but only achieve one valid explanation</p>	
Level 2	<p>Level 2 answers will typically identify achievement(s) without explaining them e.g.</p> <p><i>Malcolm X was successful in restoring the self-respect of Black Americans while Martin Luther King did more in achieving civil rights for Black Americans. He won a lot of support for his campaign and helped get rid of racial discrimination.</i></p> <p>Nutshell: identify and describe relevant events/developments but not explaining in relation to question.</p>	4–6
Level 1	<p>Level 1 answers will typically demonstrate simple knowledge of both or one of the 2 men e.g.</p> <p><i>Martin Luther King used non-violent methods.</i></p> <p>OR</p> <p><i>Malcolm X belonged to the Nation of Islam but later left the movement.</i></p> <p>Nutshell: General assertions</p>	1–3

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

High performance 4–5 marks	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • The learner writes nothing • 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

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