

GCSE

History A Explaining the Modern World

J410/07: The USA 1945-1974: 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

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
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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	<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'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.

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. <ul style="list-style-type: none"> <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

Levels	Indicative content	Marks
Level 0 No response or no response worthy of credit.		0

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>	5–6

Levels	Indicative content	Marks
	<p><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></p> <p><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></p> <p><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></p> <p><i>They were unhappy that Germany was split into two by losing the Polish corridor (West Prussia). (5)</i></p> <p><i>They called the Treaty a diktat as they had no say and hated it for this reason.</i></p> <p>Nutshell: Identify and describe terms (in detail without explaining why Germany was unhappy).</p>	
<p>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.</p>	<p>Level 2 answers will typically contain description of events linked to the Treaty of Versailles e.g.</p> <p><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></p> <p><u>OR Alternative Level 2: Identifies reasons/terms of Treaty with no further development</u> e.g.</p> <p><i>The Treaty made them accept War Guilt.</i></p> <p><i>The Treaty made them pay reparations.</i></p> <p><i>They called it a diktat.</i></p> <p><i>They lost Alsace Lorraine.</i></p> <p><i>Their army was reduced to 100,000.</i></p> <p>Nutshell: Identified cause of tension. 1 mark for each.</p>	3–4
<p>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.</p>	<p>Level 1 answers will typically assert general reasons without being specific e.g.</p> <p><i>The Treaty took away land.</i></p> <p><i>It took resources.</i></p> <p><i>They had to pay.</i></p> <p><i>They lost their army.</i></p> <p><i>They said it was unfair. They were struggling.</i></p> <p>Nutshell: General reasons</p>	1–2
<p>Level 0 No response or no response worthy of credit.</p>		0

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 <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. 	<p>Level 5 answers will typically argue that Interpretation A is fair/unfair supported by developed use of two other interpretations</p> <p>OR developed use of one other interpretation and evaluation of Interpretation A based on the context of A e.g.</p> <p><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></p> <p><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></p> <p>[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]</p> <p>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.</p> <p>NB: Answers at this level can be one-sided or balanced.</p> <p>NB: For L5 candidates need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair.</p>	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 	<p>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.</p> <p><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></p> <p><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></p> <p>OR</p>	16–20




Levels	Indicative content	Marks
understanding that is fully relevant to the question.	<p><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></p> <p>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.</p>	
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. 	<p>Level 3 answers will typically be based on a valid argument about fairness and support this with relevant factual knowledge</p> <p><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</p> <p>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.</p> <p><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></p> <p><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></p> <p><i>Thomson says appeasement is a bad idea. This is fair because orthodox historians would agree. (11)</i></p> <p>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.</p>	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. 	<p>Level 2 answers will typically correctly describe relevant interpretations without a valid argument on the question of fairness e.g.</p> <p>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></p> <p>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></p> <p>Nutshell: No or misunderstood A - but shows knowledge of interpretations but may fail to address question of fairness validly.</p>	6–10
Level 1 <ul style="list-style-type: none"> The response has a basic analysis of the given interpretation and evaluates it in 	<p>Level 1 answers will typically demonstrate understanding of Interpretation A and/OR offer undeveloped/unsupported assertions about fairness e.g.</p> <p><i>Thompson thinks that appeasement was a bad idea. He thinks Chamberlain was mistaken about Hitler.</i></p>	1–5

Levels	Indicative content	Marks
<p>terms of the question. Other interpretations may be mentioned but there is no analysis or evaluation of them.</p> <ul style="list-style-type: none"> The response demonstrates basic knowledge that is relevant to the topic of the question. 	<p><i>The Interpretation is right. He says Chamberlain was mistaken. I agree.</i> <i>This is harsh. Lots of other historians disagree and think he had no choice.</i></p> <p>Nutshell: Shows understanding of A/unsupported assertions about fairness.</p>	
<p>Level 0 No response or no response worthy of credit.</p>		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; 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 <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. 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. 	<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 one historian/commentator disagrees, e.g.</p> <p><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></p> <p><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></p> <p><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></p> <p>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</p>	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. 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. 	<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 the same period agree or disagree, e.g.</p> <p><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></p> <p><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></p> <p>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.</p>	13–16 

Levels	Indicative content	Marks
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 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. 	<p>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.</p> <p><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></p> <p>OR</p> <p><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></p> <p>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</p>	9–12 
Level 2 <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. 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>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.</p> <p><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></p> <p><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></p> <p>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></p> <p>Nutshell: Identifies historians / schools of thought / periods but fails to address Interpretation B correctly</p> <p>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.</p>	5–8 
Level 1 <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. Response demonstrates basic knowledge that is relevant to the topic of the question. 	<p>Level 1 answers will typically make general assertions about Interpretation B or give their own critique of it e.g.</p> <p><i>Some people would disagree with Interpretation B because Russia was more to blame than the USA.</i></p> <p><i>Not all historians would agree because lots were really critical of the Russians and said it was their fault.</i></p> <p><i>I think the USA was at fault because they dropped the Atom bomb to scare the Russians.</i></p> <p>Nutshell: General assertions/own critique</p>	1–4 

Levels	Indicative content	Marks
<ul style="list-style-type: none"> 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. 	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.	
Level 0 No response or no response worthy of credit.		0

Section B
The USA 1945–1974: The People and the State

5. Describe **one** feature of the Montgomery Bus Boycott.

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 features should also be credited. 2 eqs or one eq explained= 2 marks

Levels	Indicative content	Marks
N/A Points marking	<p>The Montgomery Bus Boycott was a protest organised by the NAACP/Women's Political Council. [1] The boycotters refused to ride on the buses until the bus companies ended racial segregation for passengers. [2]</p> <p>In December 1955, civil right activist Rosa Parks was arrested when she refused to give up her seat to a white man on her bus in Montgomery, Alabama. [1] In response, the MIA organised a boycott of the town's buses to take a stand against racial segregation. [2]</p> <p>Other relevant features include:</p> <ul style="list-style-type: none"> • Martin Luther King was the President of the MIA. • It was an example of non-violent direct action • The bus company refused the MIA's demands. • The boycott lasted 381 days. • The African American community organised a car pool and people also walked. • There was intimidation of the boycotters. • The boycott was a success and the bus company lost 65 per cent of its income. • De-segregated buses operated from December 1956. <p>NB: Rosa Parks' refusal to give up her seat and her arrest etc. is limited to one mark</p>	2

6. Explain the impact of African American civil rights protests during the early and mid 1960s.

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"> 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. 	<p>Level 5 answers will typically identify two impacts of the African American civil rights protests of the early and mid 1960s and explain them fully.</p> <p><i>Some of the first protests of the 1960s were the Greensboro Sit-ins in North Carolina in 1960. This was where four African American students sat down at a whites-only lunch counter and would not leave, even when they were refused service. The sit-ins spread and by the end of the week 200 African American and white students were taking part in protests all over the town. By June 1960 there had been similar sit-ins in 68 other cities. The sit-ins had a big impact because, as a result of the financial strain caused by the protests, many places desegregated their lunch counters – 120 cities had done so by the end of 1960.</i></p> <p><i>Another protest was the Freedom Rides of 1961. The Freedom Riders were black and white CORE activists who were hoping to expose places who were ignoring the Supreme Court's ruling about integrating inter-state travel. They faced a lot of violence; for example, in Alabama, they were attacked by the KKK and their bus was set on fire. But the rides continued and had an important impact because they succeeded in gaining widespread media coverage and the attention of Robert Kennedy, the Attorney-General. As a result, Kennedy organised legal action against the KKK and forced the desegregation of all inter-state travel so that from November 1961, all inter-state buses were integrated.</i></p> <p>Alternatively, candidates may consider: <i>the Meredith Case leading to federal involvement and breaking colour bar in universities like Ole Miss; the Birmingham Campaign leading to desegregation in Birmingham, solidifying King's argument for civil disobedience and persuasion of Kennedy to push forwards Civil Rights Bill; the March on Washington giving extra weight to Kennedy's attempts to gain support for the Bill and help the Bill's passage through Congress; the Mississippi Freedom Summer bringing the issue of</i></p>	9–10

Levels	Indicative content	Marks
	<p><i>voter registration to the nation's attention; the Selma Campaign leading to the passing of the Voting Rights Act.</i></p> <p>NB: It is acceptable to have two different impacts of one protest, e.g. Sit-ins also led to establishment of SNCC which was a new kind of 'bottom-up' organisation which played an important role later on.</p> <p>NB: The period referred to is 1960-1967. Anything after 1967 should not be awarded marks</p>	
<p>Level 4</p> <ul style="list-style-type: none"> 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. 	<p>Level 4 answers will typically identify one impact of the African American civil rights protests of the early and mid 1960s and explain it fully e.g.</p> <p><i>In 1963, the SCLC launched 'Project C' in Birmingham to draw national attention to the city's racist policies and segregation laws. There was a series of sit-ins and marches in April, and many protesters were arrested, including Martin Luther King. In May, teenagers and younger children were recruited to protest, and Police Chief 'Bull' Connor set police dogs and fire hoses on them, which led to media and public outrage. The protest had an important impact because it led to the involvement of President Kennedy, who sent in a representative to negotiate between the campaigners and city authorities. On 10 May it was announced that shops and lunch counters would be desegregated.</i></p> <p>NB: Candidates may identify more than one impact, but only explain one fully</p>	7–8
<p>Level 3</p> <ul style="list-style-type: none"> 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. 	<p>Level 3 answers will typically identify and describe one or more impact(s) without explaining how the protest(s) led to the impact, e.g.</p> <ul style="list-style-type: none"> <i>The sit-ins of 1960 led to desegregation across hundreds of towns and cities by 1961.</i> <i>The Freedom Riders' protests in 1961 led to the President enforcing desegregation of inter-state travel.</i> <i>James Meredith appealed his rejection to study at Ole Miss and his continued attendance in 1962 helped to break down the discrimination against black students.</i> <i>The Birmingham Campaign of 1963 was important in persuading President Kennedy to push forward the Civil Rights Bill.</i> <i>The March on Washington in 1963 got a lot of publicity and helped the Civils Right Bill to pass through Congress.</i> <i>The Mississippi Freedom Summer in 1964 brought the issue of voter registration to the nation's attention.</i> <i>The Selma campaign of 1965 eventually led to the passing of the Voting Rights Act.</i> <p>NB: Typically, one mark for each ID and description</p>	5–6

Levels	Indicative content	Marks
Level 2 <ul style="list-style-type: none"> 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>Level 2 answers will typically contain description of protests and/or impacts of African American civil rights protests of the early and mid 1960s. e.g.</p> <p><i>One impact of the protests was the Civil Rights Act in 1964, which said that discrimination and segregation on the basis of race, colour, religion, sex or nationality was banned in public places and employment.</i></p> <p><i>One protest which had an important impact was the Birmingham Campaign in 1963. There were sit-ins and marches and the police set dogs and fire hoses on young protesters.</i></p> <p><u>Alternative Level 2: Identifies protests and/or impacts with no further development</u></p>	3–4
Level 1 <ul style="list-style-type: none"> 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>Level 1 answers will typically contain general points or assertions about African American civil rights protests of the early/mid 1960s and/or their impact, e.g.</p> <p><i>The protests led to important pieces of legislation which made things fairer for African Americans.</i></p> <p>OR</p> <p><i>There were many protests and a lot of them involved mass direct action.</i></p>	1–2
Level 0 No response or no response worthy of credit.		0

7. How far do these sources agree about attitudes of Americans towards the Vietnam War?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [10]
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
Level 3 <ul style="list-style-type: none"> 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. 	<p>Level 3 answers will typically explain how the sources agree in message or attitude (about American attitudes towards the Vietnam War), but disagree in terms of purpose/reasons/ focus.</p> <p><i>The sources agree in that they are both critical of America's involvement and are examples of anti-war feelings. For example, Source A says the US government is being 'hypocritical' about fighting for 'freedom' in Vietnam and says that SNCC supports 'the men in this country who refuse to be drafted'. Source B is also anti-war, suggesting the Johnson administration is spending far too much money on the war, as shown by the large woman (representing the war) being covered in jewels and furs.</i></p> <p><i>However, the sources have different reasons for opposing. Source A was published by SNCC, an organisation fighting for African American civil rights. The reason for their opposition to the war is their distrust of the US government, which 'is not yet truly determined to end oppression' against African Americans. So they believe the government is just covering up for being self-interested. However, the cartoonist in Source B is more concerned about lack of government support for the poor, represented by the scrawny looking woman, 'US urban needs', and is criticising Johnson for spending far more on the Vietnam War than on the ordinary people in US cities.</i></p> <p>Nutshell: Explains agreement in message/attitude about opposition to the Vietnam War and disagreement in purpose/reasons/focus.</p> <p>NB: 7-8 marks for supporting evidence from one source only. 9-10 marks for supporting evidence from both sources.</p>	7–10
Level 2 <ul style="list-style-type: none"> Response analyses both the sources by using relevant detail from the source content and provenance or historical context to 	<p>Level 2 answers will typically compare the message (about attitudes to the Vietnam War) of the two sources, e.g.</p> <p><i>The sources agree in that they are both critical of America's involvement in the war in Vietnam. For example, Source A says the US government is being 'hypocritical' about fighting for 'freedom' in Vietnam and says that SNCC supports 'the men in this country who refuse to be drafted'. Source B is</i></p>	3–6

Levels	Indicative content	Marks
construct an argument to answer the question about the sources.	<p><i>also anti-war, suggesting the Johnson administration is spending far too much money on the war, as shown by the large woman (representing the war) being covered in jewels and furs.</i></p> <p>Nutshell: Explains agreement between sources in attitude about the Vietnam War NB: Supp from one source only (3-4 marks), Supp from both sources (5-6 Marks)</p>	
<p>Level 1</p> <ul style="list-style-type: none"> 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). 	<p>Level 1 answers will typically argue that the sources agree/disagree based on content of each source, without explicitly comparing attitudes/message about opposition to the Vietnam War, OR focus on provenance simplistically e.g.</p> <p><i>The sources are both anti-US government. For example, Source A says the government is 'hypocritical' and deceptive. The cartoonist in B would agree because he shows Johnson saying he has money for both the urban poor and the Vietnam war, but the urban poor haven't been given nearly as much money. [2]</i></p> <p>OR</p> <p><i>The sources disagree because the authors of Source A are <u>concerned about</u> African Americans, criticising the government because they haven't 'guaranteed the freedom of oppressed citizens'. But Source B isn't about African Americans, it's saying that Johnson isn't spending enough money on 'US urban needs', so it's more about welfare and the poor. [2]</i></p> <p>OR</p> <p><i>Source A is a statement by SNCC but B is a cartoon in a newspaper. [1]</i></p> <p>Nutshell: Valid comparison of selected extracts or source provenance. NB: Limit simplistic comments on provenance to 1 mark NB: Comments relating to whether the candidate agrees with the sources/their CK agrees with the sources, but where sources are not compared, remains in L1</p>	1–2
<p>Level 0</p> <p>No response or no response worthy of credit.</p>		0

- 8.* 'Between 1945 and 1954, the American people supported actions to prevent the spread of Communist influence within the USA.' 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 <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. There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. 	<p>Level 5 answers will typically construct a balanced argument which uses a range of evidence to support the argument being made, e.g</p> <p><i>It's true that many US people did support actions to prevent the spread of Communism in this period. For example, the FBI was strongly anti-communist. In 1947, J. Edgar Hoover, the FBI's director, started investigating government employees to see if they were current or former members of the US Communist Party. Thousands of ordinary Americans gave information to the FBI on people they suspected might be communist, showing they supported this action.</i></p> <p><i>Additionally, the House Un-American Activities Committee (HUAC) investigated anyone who was suspected of Communist sympathies. Interrogations were filmed and photographed and 'suspects' were asked to 'name names'. The FBI passed the names of Hollywood writers and directors to HUAC, which resulted in 'The Hollywood Ten' being blacklisted, showing how the Hollywood studios supported the anti-Communist action.</i></p> <p><i>However, not everyone supported actions to prevent the spread of Communist influence. For example, there were a variety of people with Communist sympathies, such as the Rosenbergs, who were convicted in 1951 of passing atomic secrets to the USSR. Though convicted on flimsy evidence, more recent historians have found coded telegrams between them and Soviets that show that Julius at least was probably guilty.</i></p> <p><i>Finally, there were also a lot of people who were suspicious of anti-Communist action even if they themselves were not Communists. For instance, many Senators, journalists and writers spoke out against McCarthy's 'witch hunts.' In 1952, the playwright Arthur Miller wrote 'The Crucible' as a way of criticising McCarthy. This shows that not everyone agreed with the methods being used to fight Communism.</i></p> <p><i>On balance I think that most of the country did support actions to prevent the spread of Communist influence because the Rosenbergs are a rare example. However, I would also say that as time went on, more and more people did not support the methods being used to prevent its spread, feeling that</i></p>	15–18

Levels	Indicative content	Marks
	<p><i>they were not proportionate to the scale of the actual threat.</i></p> <p>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)</p>	
<p>Level 4</p> <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> 	<p>Level 4 answers will typically construct a balanced or one-sided argument with support from at least two valid explained examples e.g.</p> <p><i>It's true that many US people did support actions to prevent the spread of Communism in this period. For example, the FBI was strongly anti-communist. In 1947, J. Edgar Hoover, the FBI's director, started investigating government employees to see if they were current or former members of the US Communist Party. Thousands of ordinary Americans gave information to the FBI on people they suspected might be communist, showing they supported this action.</i></p> <p><i>However, there were also a lot of people who were suspicious of anti-communist action even if they themselves were not communists. For instance, many Senators, journalists and writers spoke out against McCarthy's 'witch hunts.' In 1952, the playwright Arthur Miller wrote 'The Crucible' as a way of criticising McCarthy. This shows that not everyone agreed with the methods being used to fight Communism.</i></p> <p>NB: Reserve 14 marks for a clinching argument. 12 mark standard unless one point developed well.</p>	11–14
<p>Level 3</p> <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> 	<p>Level 3 answers will typically construct an argument with support from one explained example. E.g.</p> <p><i>It's true that many US people did support actions to prevent the spread of Communism in this period. For example, the FBI was strongly anti-communist. In 1947, J. Edgar Hoover, the FBI's director, started investigating government employees to see if they were current or former members of the US Communist Party. Thousands of ordinary Americans gave information to the FBI on people they suspected might be communist, showing they supported this action.</i></p> <p>Sound answer is 8/9 marks</p>	7–10

Levels	Indicative content	Marks
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> 	<p>Level 2 answers will typically describe and/or identify how the American people supported/did not support actions to prevent communism, but will not explain e.g</p> <ul style="list-style-type: none"> <i>I agree because the Hollywood Studios increased anti-Communist hysteria by producing anti-Communist films.</i> <i>I agree because McCarthy wanted to prevent the spread of Communist influence by investigating suspected Communists within federal government.</i> <i>I disagree because Ed Murrow's TV show attacked McCarthy, showing he didn't support his anti-Communist actions.</i> <i>I agree because Congress passed the McCarran Act to clamp down on Communist influence.</i> <i>I disagree because the cartoonist Herbert Block attacked McCarthy's actions in the Washington Post.</i> <i>I disagree because there were critics of McCarthy, especially after he started to investigate the military</i> <i>I disagree because many normal Americans were oblivious to McCarthy's actions and carried on with normal life</i> <p>Alternatively, level 2 answers will describe relevant events during this period without explicitly addressing the question e.g.</p> <p><i>Senator Joe McCarthy headed a White House committee to investigate communist activity within the government. He claimed he had a list of over 200 Communists in the State Department.</i></p> <p>NB: 1 mark for each ID unless well developed</p>	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. 	<p>Level 1 answers will typically make general assertions e.g.</p> <p><i>The Red Scare was the spread of fear/paranoia about communism in the USA.</i></p> <p><i>The government got rid of communists.</i></p> <p><i>Most people were not interested in the red scare.</i></p> <p>OR</p> <p><i>I agree because people were executed.</i></p> <p><i>I agree because most government agencies, businesses and universities were all very anti-Communist.</i></p> <p><i>I disagree because most people were just scared.</i></p>	1–3

Levels	Indicative content	Marks
<ul style="list-style-type: none"> 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>I disagree because some people supported communism.</i>	
Level 0 No response or no response worthy of credit.	NB: Foreign attempts to stop the spread of communism in the USA should not be credited	0

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