OCR
Oxford Cambridge and RSA

GCSE

History A (Explaining the modern world)

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

General Certificate of Secondary Education

Mark Scheme for June 2018

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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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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.

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.

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.

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.

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.

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

1. Outline the impact of the worldwide economic depression on international relations in Europe in the 1930s.

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 • 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 • 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 • 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 the impact of the worldwide economic depression on international relations in Europe in the 1930s.

Levels	Indicative content	Marks
Level 3	Level 3 answers will typically outline how the depression led to worsening international relations supported by at least one example e.g. *The Great Depression led to worsening international relations as countries followed more aggressive foreign policies. This was because countries were struggling economically. Important powers like Italy tried to expand and looked for new sources of raw materials by invading other nations. They believed this would help their economies revive, and give the public something to feel happy about. In Italy's case this led to the invasion of Abyssinia in 1935.* **Nutshell: Valid framing statement (see highlight) supported by one or more examples (higher mark for development or more examples)**	**4–5**
Level 2	Level 2 answers will typically outline one or more examples of the impact OR provide a framing statement without development e.g. *In 1935 Italy invaded Abyssinia. Mussolini believed that this would help the Italian economy recover from the depression as Abyssinia contained raw materials such as oil and tin.* *OR* *The Great Depression led to worsening international relations as countries followed more aggressive foreign policies.* **Nutshell: Describes example(s) of international impact** [Alternatively, candidates might refer to aggressive economic policies such as tariffs and duties or the calling in of loans, especially US loans to Germany, or the US even greater reluctance to involve itself in world affairs or support European sanctions. Do not credit Manchuria unless linked to League of Nations' response.] NOTE: Students may refer to worsening economic relations. For L3 this needs to link to political events.	**2–3**
Level 1	Level 1 answers will typically outline one or more event with little or no reference to the impact of the depression on international relations e.g. *Germany suffered from high unemployment and debt* *Britain experienced high unemployment* *The Wall Street Crash meant the USA went bust* *Hitler came to power in Germany*	**1**

Levels	Indicative content	Marks
	Nutshell: Identifies impact of depression but national not international	
Level 0		**0**

2. Explain why the USA got more involved in the war in Vietnam in the 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 • 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 • 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 • 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 • 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**

Levels	Indicative content	Marks
Level 1 • 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 got more involved in the war in Vietnam in the 1960s.

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically identify at least two reasons why the USA got more involved in the war in Vietnam in the 1960s and explain how these led to deeper involvement e.g. *The USA got more involved in the war in Vietnam in the 1960s for many reasons.* *One reason was the policy of containment. Many Americans believed that communism was evil and that China and Russia were trying to spread communism through Asia. They thought that if one county fell to communism, other countries would also fall like a row of dominoes. By 1965 the Vietcong were getting so much aid and military equipment from Russia and China, the USA believed that it had to send its own troops, or they feared the rebels would overthrow the government and the country would become communist. Sending aid and advisers was no longer enough.* *Another reason they got more involved was because they were worried about losing face. They got dragged in slowly from the 1950s until they got to a point in the 1960s where they couldn't pull back. Under Eisenhower in the 1950s they sent advisers and spent $2 billion helping the South Vietnam Government. However, because it was unpopular and corrupt they needed to help more to keep it in power, otherwise the communists would take over. Kennedy sent special forces and spent even more in the early 1960s, and then under Johnson it was as if they had reached the point of no return. When the South Vietnam government got too weak they felt they had to send troops or all they had spent would be for nothing which would be humiliating.* **Nutshell: Two reasons for involvement identified and explained.**	**9–10**
Level 4	Level 4 answers will typically identify at least one reason why the USA got more involved in the war in Vietnam in the 1960s and explain why/how it led to deeper involvement e.g. *One reason the USA got more involved was the policy of containment. Many Americans believed that communism was evil and that China and Russia were trying to spread communism through Asia. They thought that if one county fell to communism, other countries would also fall like a row of dominoes. By 1965 the Vietcong were getting so much aid and military equipment from Russia and China, the USA had to send their own troops or America feared they would overthrow the government and the country would become communist.* **Nutshell: Identifies reason(s) with one reason explained (explanation needs to be linked to Vietnam/South East Asia)** **NOTE: Answers at L4 may identify and attempt to explain several reasons but only be successful with one.**	**7–8**

Levels	Indicative content	Marks
Level 3	Level 3 answers will typically identify and describe one or more valid reasons but will not explain how the reason(s) led to deeper involvement. *The USA got more involved for many reasons. The policy of containment was one reason. So was the "Military-Industrial complex". And then there was the weakness of the Diem government. This was the leadership of South Vietnam which was unpopular and corrupt at times.* [Alternatively, candidates may focus on US support of military coup that murdered Ngo Dinh Diem; weakness of the AVRN; electioneering by Kennedy; Gulf of Tonkin incident; Kennedy wanted to look strong after Cuba; USA didn't want Communism to spread to protect its economy and trade]. **Nutshell: Identifies and describes reason(s) but fails to explain how it/they led to deeper involvement**	**5–6**
Level 2	Level 2 answers will typically contain description of events linked to US involvement in the war in Vietnam. *The US got involved first by sending aid and advisers to help Diem. The communists were attacking the government. Then they sent soldiers to attack the Vietcong after Diem was assassinated. America was trying to protect its interests.* **Nutshell: Description of relevant events but no reasons identified**	**3–4**
Level 1	Level 1 answers will typically assert general reasons not specific to Vietnam war e.g. *The Americans felt threatened* *America wanted to support their allies* **Nutshell: Unspecific points**	**1–2**
Level 0		**0**

3. Study Interpretation A. Do you think this is a fair comment on the policy of appeasement? Use your knowledge and other interpretations of Appeasement 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. **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.**

Levels	Indicative content	Marks
Level 5 • The response has a full and thoroughly developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a convincing and substantiated judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.	**Please see following pages**	**21–25**
Level 4 • The response has a developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a fully supported judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.		**16–20**
Level 3 • The response has some analysis and evaluation of the given interpretation and of other interpretations studied, and uses this to make a partially supported judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates accurate knowledge and understanding that is relevant to the question.		**11–15**

Levels	Indicative content	Marks
Level 2 • The response has some analysis and evaluation of the given interpretation and limited evaluation of other interpretations studied, and links this to a judgement of the given interpretation in the context of historical events studied to answer the question. • The response demonstrates some knowledge and understanding that is relevant to the question.		**6–10**
Level 1 • 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. Study Interpretation A. Do you think this is a fair comment on the policy of appeasement? Use your knowledge and other interpretations of Appeasement to support your answer.

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically address the question through fully developed analysis and evaluation of specific elements of Interpretation A, supported by relevant references to other interpretations or the context of Interpretation A *In Interpretation A Parker is criticising Chamberlain for the policy of appeasement. He calls him stubborn and he also says he was half hearted in opposing Hitler and should have done more to deter Hitler by standing up to him.* *This is not really a fair comment. Revisionist historians from the 1960s would not accept the idea that Chamberlain failed to stop Hitler because he was half hearted about opposing him. Revisionists argued that Chamberlain failed to oppose Hitler because he was constrained by Britain's poor financial situation and limited armed forces.* [Answers may refer to historians such as Dilks and Cameron Watt or use the term revisionist– this is not a requirement but should be credited] *OR* *In some ways, this is a fair comment as historians from the 1940s and 1950s would definitely agree. Parker says that Britain's attempts to block Hitler's expansion were half hearted and too late. The authors who wrote Guilty Men during the war thought that appeasement was a foolish and cowardly policy and in their own words 'The British Government did not exert itself to any great extent in the arming of our country, didn't do enough to prepare Britain for war'.* [Answers may refer to modern historians as post-revisionists, and those in the 1940s and 1950s as orthodox – this is not a requirement but should be credited] **Nutshell: Valid use of other interpretations or context (of A) to support OR challenge specific point(s) from Interpretation A** NOTE: Answers at this level can be one-sided or balanced provided they are sufficiently developed and supported.	**21-25**
Level 4	Level 4 answers will typically address the question of fairness through valid use of other interpretation(s) or the context of Interpretation A. Answers at this level will not specify the aspect(s) of Interpretation A which they consider fair or unfair. *In Interpretation A Parker is criticising appeasement.* *Churchill and the Orthodox historians would say this is fair. Although Churchill did admit that Chamberlain was a good man he believed that Chamberlain showed poor judgement and failed to see what Hitler was really like. As a result appeasement encouraged Hitler.* **Nutshell: Valid use of other interpretation(s) or context (of A) to support / challenge the general premise of Interpretation A**	**16-20**

Levels	Indicative content	Marks
Level 3	Level 3 answers will typically be based on a valid argument about fairness and support this with relevant factual knowledge OR undeveloped references to other interpretations to judge fairness e.g. *The comment is fair because it's true that Chamberlain and his government didn't want to build a barrier to Hitler's expansion. When Chamberlain chose not to help the Czechs defend the Sudetenland, and instead, agreed Hitler could have the territory, they were giving Hitler important industrial and military land: after it was gone the Czechs lost heart and were less able to defend against Hitler taking over the rest of their nation. He also refused to negotiate seriously with the Russians which is why in the end Stalin formed the Nazi-Soviet pact. If he had done this war might have been avoided as Hitler didn't want a war on two fronts in 1939.* *OR* *Parker is writing in 1993 and he is critical. I think this is fair because Cato would agree with this and be critical as well.* **Nutshell: Valid argument based on knowledge OR valid but undeveloped references to other interpretations to support / challenge the general premise of Interpretation A**	**11-15**
Level 2	Level 2 answers will typically describe relevant interpretations without addressing the question of fairness e.g. *Parker's view is from the 1990s and he criticises appeasement. One interpretation about appeasement is from 'The Guilty Men' which says that Chamberlain was cowardly. The revisionists said that he was…* **Nutshell: Demonstrates knowledge of interpretations without explicitly addressing fairness of A; OR after misunderstanding**	**6-10**
Level 1	Level 1 answers will typically demonstrate understanding of Interpretation A and/OR offer undeveloped/unsupported assertions about fairness *Parker thinks that appeasement was a bad idea.* *Parker thinks Chamberlain was stubborn* *The Interpretation is right. He says Chamberlain is stubborn and could have done more against Hitler. I agree.* *This is harsh. Lots of other historians disagree and think he had no choice.* **Nutshell: Shows understanding of A/unsupported assertions about fairness**	**1-5**
Level 0		**0**

4. Study Interpretation B. Explain why not all historians and commentators agree 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 • 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 • 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.		**13–16**

Levels	Indicative content	Marks
• 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.		
Level 3 • The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of other interpretations studied, to produce a partial analysis 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. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.		**9–12**
Level 2 • The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of at least one other interpretation studied, to show how the interpretations differ. • There is a basic explanation of why the given interpretation and the other interpretation(s) differ, explained in terms of when the interpretations were created and their place within the wider historical debate. • 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.		**5–8**
Level 1 • The response compares the candidate's own knowledge and understanding to the interpretation, or uses knowledge and understanding of the time in which it was created, to analyse the given interpretation. • There is no consideration or no relevant consideration of any other interpretations. • 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.		**1–4**
Level 0 No response or no response worthy of credit.		**0**

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

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically explain **how** historian(s) or commentator(s) from two or more periods have disagreed with Interpretation B and **explain the reason(s) for differences for at least one of them** *It is true that not all historians would agree with Interpretation B.* *Paterson is saying that the responsibility for the Cold War should be shared as both the USA and the USSR were to blame. But in the 1940s through to the early 1960s most US historians blamed the Soviet Union, not the USA, and criticised it for trying to spread communist ideas across the world. However, most of these commentators were heavily influenced by feelings of Red Scare which were so strong in the 1950s, and so were unwilling to consider any explanations for the Cold War unless it blamed Russia. Some of these people had also been involved in the events they wrote about, as senior US officials or advisers, so they were less likely to criticise their own government or their own actions.* [References to Kennan and Feis could be given additional credit but are not required to reach the level. Equally labelling Paterson's view as post-revisionist is worthy of credit.] *In the same way, some historians writing since the end of the Cold War would disagree. Since the Soviet archives were opened and lots more sources became available a number of historians have again criticised Russia, and Stalin in particular, for causing the Cold War. When Reagan was President in the 1980s he was aggressive in his actions and speech against the USSR, calling it an evil empire, and some historians in the early 1990s seem to have been influenced by this attitude. Not surprisingly, as historians often find what they are looking for, they found evidence in the Soviet archives to blame Russia again.* **Nutshell: Valid explanation of how views from two or more periods disagree, with explanation as to why at least one is different (probably based on context or the evidence used by the historian).** **NOTE 1: Marks can be awarded within level for quality of support or addressing specific aspects of Interpretation B rather than the general premise.** **NOTE 2: If a candidate explains how and why only one view differs mark at bottom of L5**	**17–20**

Levels	Indicative content	Marks
Level 4	Level 4 answers will typically explain **how** historian(s) or commentator(s) from **two or more periods** have disagreed with Interpretation B *Paterson is saying that the responsibility for the Cold War should be shared as both the USA and the USSR were to blame. But in the 1940s through to the early 1960s most US historians blamed the Soviet Union, not the USA, and criticised it for trying to spread communist ideas across the world.* [References to Kennan and Feis could be given additional credit but are not required to reach the level.] *Other historians writing in the 1960s blamed the USA more. These historians said that the USA's 'get-tough' attitude with the Truman Doctrine made the Soviets feel threatened. They argue that the US was trying to create economic dominance with things like the Marshall Plan and that this threatened Stalin and provoked him to react. [References to Kolko or other revisionists* could be given additional credit but are not required to reach the level.] **Nutshell: Valid explanation of how views from two or more periods disagree** **NOTE: Marks can be awarded within the level for quality of support or addressing specific aspects of Interpretation B rather than the general premise.**	**13–16**
Level 3	Level 3 answers will typically **explain how** historian(s) or commentator(s) from **one period** have disagreed (or agreed) with Interpretation B *It is true that not all historians would agree with Interpretation B. Paterson is saying that both Russia and the USA were responsible for the start of the Cold War. But during the 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.* **Nutshell: Valid explanation of how view from one period would disagree** **Alternatively**, Level 3 answers may give valid reasons why historians from one or more periods disagree (or agree) but fail to explain how Soviet historians would not accept this view. Soviet historians would have faced pressures of censorship and control. If they were to criticise the USSR they might have lost their job or worse. **Nutshell: Valid reason(s) why view from one period(s) is different/similar but not how.**	**9–12**

Levels	Indicative content	Marks
Level 2	Level 2 answers will typically identify historian(s) or commentator(s) who have agreed OR disagreed with Interpretation B but fail to explain how or why eg *Not all historians would agree with Interpretation B about America being equally to blame. The historians of the late 1940s would have disagreed.* *OR* *Historians in the 1940s in the USA blamed the Soviets. In the 1960s revisionist historians blamed the USA. Post revisionists blamed both sides.* **Nutshell: Lists historians / schools of thought but no valid development**	**5–8**
Level 1	Level 1 answers will typically make general assertions about Interpretation B or give their own critique of it e.g. *Some people would disagree with Interpretation B because Russia was more to blame than the USA.* *Not all historians would agree because lots were really critical of the Russians. Others said it was mainly America's fault.* **Nutshell: General assertions** 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.	**1–4**
Level 0 credit.		**0**

The USA 1945–1974: The People and the State

5. Describe **one** example of action by the Black Power movement in the 1960s.

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 actions by the Black Power movement during the 1960s should also be credited. 2 egs or one eg explained

Levels	Indicative content	Marks
N/A Points marking	One example of action by the Black Panthers, who were part of the Black Power movement, was to travel all over the United States and make speeches to students in colleges, universities and high schools. They were a small private army who believed Black Americans should arm themselves and force the Whites to give them equal rights which is what they encouraged in their speeches. OR One example of action of the Black Power movement was to encourage civil disobedience which led to a huge increase in confrontations with the police. During 1965-67 there was a wave of race riots in US cities which had large Black populations. The African American rioters were influenced by the Black Power movement. OR At the Mexico City Olympics two sprinters raised gloved hands with the Black Power salute. (1)	**2**

6. Explain why the women's movement emerged during the 1960s.

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.

Q. 6 Explain why the women's movement emerged during the 1960s.
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 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 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 2 • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.

Level 0 No response or no response worthy of credit.

6. Explain why the women's movement emerged during the 1960s.

Indicative content	Marks
Level 5 answers will typically identify two or more reasons why the women's movement emerged and explain them fully. *Firstly, the women's movement emerged in the 1960s due to the increase in the number of women working since the Second World War. By 1960, women made up almost half of the workforce which was a huge increase from 1940 where they made up 19 per cent. Despite this increase, work for women was low paid, with many earning only 50 per cent of wages of men for doing the same job. This led to Eleanor Roosevelt putting pressure on President Kennedy and the US government to take action to address these inequalities. Despite the Equal Pay Act of 1963, which required employers to pay women the same as men for the same work, discrimination against female employment continued which led to various organisations emerging in the 1960s to try and challenge this.* *The women's movement also emerged due to the changing expectations and attitudes of women. In 1963 Betty Friedan wrote a bestseller called The Feminine Mystique which challenged the notion that women's happiness came from being wives and mothers. After surveying her classmates, Friedan discovered that none of them were happy with the idealised housewife role and she insisted that women needed employment to avoid frustration and boredom. Friedan went on to set up the National Organisation for Women (NOW) which challenged discrimination in court.* ***Nutshell: Two reasons identified and explained.***	**9–10**
Level 4 answers will typically identify one reason why the women's movement emerged and explain it fully. *The women's movement emerged in the 1960s due to the increase in the number of women working since the Second World War. By 1960, women made up almost half of the workforce which was a huge increase from 1940. Despite this, work for women was low paid, with many earning only 50 per cent of wages of men for doing the same job. This led to Eleanor Roosevelt putting pressure on President Kennedy and the US government to take action to address these inequalities. Despite the Equal Pay Act which required employers to pay women the same as men for the same work, discrimination against female employment continued which led to various organisations emerging in the 1960s to try and challenge this.* **Nutshell: One reason identified and explained** **NOTE: At Level 4 many candidates will attempt to explain several reasons but only explain one reason to the required standard.**	**7–8**
Level 3 answers will typically identify reason(s) without explaining them e.g. *The women's movement emerged in the 1960s due to the increase in the number of women working since the Second World War. Despite this huge increase, work for women was low paid, with many earning only 50 per cent of wages of men for doing the same job.* ***Nutshell:* One or more reasons identified but no explanation of why they are reasons.**	**5–6**
Level 2 answers will typically contain description of events linked to the women's movement, or identifies groups people involved e.g. *After the Second World War and by1960, women made up almost half of the workforce which was a huge increase from 1940.* *OR*	**3–4**

Indicative content	Marks
During the 1960s a book was published called The Feminine Mystique which said that women were not happy as housewives. *American women went on marches and became more radicalised* **Nutshell: Description of relevant events but no reasons identified**	
Level 1 answers will typically contain general points or assertions about the women's movement. *The women's movement emerged after the Second World War.* OR Women weren't happy with their lives. **Nutshell: General points or unrelated events**	**1–2**
Level 0	**0**

7. Study Sources A and B. Is one source more useful than the other about the Birmingham civil rights march in 1963?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [10]
Additional Guidance	Analysis of a single source, no matter how thorough, cannot achieve more than the top mark in Level 2. For Level 3, a reasonable coverage of both sources and a balance between the treatment of sources is expected. No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Q. 7 Study Sources A and B. Is one source more useful than the other about the Birmingham civil rights march in 1963?
Level 3 • Response analyses both the sources by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the sources.
Level 2 • Response analyses both the sources by using relevant detail from the source content and provenance or historical context to construct an argument to answer the question about the sources.
Level 1 • Response analyses the sources in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source(s).
Level 0 No response or no response worthy of credit.

7. Study Sources A and B. Is one source more useful than the other about the Birmingham civil rights march in 1963?

Indicative content	Marks
Level 3 answers will typically make valid supported inferences about the usefulness of the source(s) as evidence about relevant aspects of the period. *Both of the sources are useful, but for different reasons.* *Source A is useful because it shows that some newspapers were sympathetic to the cause of black civil rights in 1963, and this march in particular, and probably believed their white readership were too. That the New York Times published this assault on a black man by a white police officer and his dog on its front page shows clearly that it wanted to highlight the brutality of police actions when policing civil rights protests in the south. Its readership would then respond more sympathetically to calls for black rights, or have their own views reinforced more strongly.* *Source B is also very useful but in a different way. It is useful to show Martin Luther King's motivation in calling for the march, which was to 'force our oppressor to commit his brutality openly' rather than 'secretively'. King had been criticised for deliberately stirring up violence and was arrested and imprisoned, and probably wrote this to defend his actions. His defence about the robber is particularly logical which was typical of his approach.* **Nutshell: Usefulness of source(s) based on valid supported inferences** NOTE: Inferences can be based on the content of the source(s) or from the fact of its publication Note: one valid supported inference is maximum of 8 marks	**7–10**
Level 2 answers will typically make valid unsupported inferences about the usefulness of the source(s) as evidence about relevant aspects of the period eg. *Both of the sources are useful but for different things. Source A is a useful because it is evidence that Americans were being told in the press about the brutality the protestors faced. Source B is useful as its shows the tactics Martin Luther used to achieve his aims* **Nutshell: Usefulness of source(s) based on unsupported inferences** NOTE: Unsupported inference(s) from one source = 5 marks <u>Alternatively Level 2 answers will make valid comments on the usefulness of the source(s) by evaluating reliability e.g</u> *Neither are useful as they are both biased. The New York Times was sympathetic to the Civil Rights movement so it is exaggerating the violence. . The early part of the march was not as violent. Source B is biased as it is from Martin Luther King who is justifying himself, which is what we would expect him to say as he was criticised for deliberately stirring up violence.* **Nutshell: Usefulness of source(s) based on reliability** NOTE: Answers which criticise or dismiss the usefulness of the source(s) capped at 3 marks (ie 3 or 4 marks for arguing source is useful because it is reliable)	**3–6**
Level 1 answers will typically assert the usefulness of the content or provenance or make a simple comparison *Source A is more useful because it's a photograph so it cannot lie.* OR	**1–2**

Indicative content	Marks
Source B is more useful because Martin Luther King helped organised the march. NOTE: In this level, answers may focus almost entirely on one of the two sources.] **Nutshell: Valid comparison of selected extracts**	
Level 0 answers will typically fail to make any comparison of the sources eg summarising each one.	**0**

8. ‘The fall of China to communism was the most important reason for the Red Scare in the late 1940s and early 1950s’. 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. 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.

Q 8 ‘The fall of China to communism was the most important reason for the Red Scare in the late 1940s and early 1950s’. How far do you agree?

Level 5

- The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question.
- This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question.
- *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*

Level 4

- The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question.
- This is supported by a range of accurate knowledge and understanding that is fully relevant to the question.
- *There is a well-developed line of reasoning which is clear, relevant and logically structured.*

Level 3

- The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question.
- This is supported by accurate knowledge and understanding that is relevant to the question.
- *There is a line of reasoning presented which is mostly relevant and which has some structure.*

Level 2

- The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set.
- This is supported by some knowledge and understanding that is relevant to the question.
- *There is a line of reasoning which has some relevance and which is presented with limited structure.*

Level 1 • The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. • There is basic knowledge that is relevant to the topic of the question. • *The information is communicated in a basic/unstructured way.*
Level 0 No response or no response worthy of credit.

9. ‘The fall of China to communism was the most important reason for the Red Scare in the late 1940s and early 1950s’. How far do you agree?

Indicative content	Marks
Level 5 answers will typically construct a balanced and well-supported argument which uses a range of supporting evidence to support the argument being made, e.g. *It is true that the fall of China to communism in 1949 was a huge shock to the USA as they had backed Mao’s opponents and given them massive aid in the form of weapons and equipment. Despite this support, the communists led by Mao had still managed to take over China. This meant that a new communist nation of 500 million people had emerged which increased the fear of communism spreading. This threat increased especially when China encouraged the spread of communism throughout Southeast Asia amongst countries such as Malaya, Indonesia and North Korea in 1950. America was terrified that a communist bloc would emerge in the east to dominate and rival their own power, which would mean an end to political and economic freedoms.* *However, there were other reasons for the Red Scare such as the internal political situation in the USA at the time. After the war, political divisions re-emerged between the main political parties and sometimes between members of the same party. In this tense atmosphere, some rival politicians genuinely wondered whether their opponents might be communist whilst others saw accusing their rival of communism as an effective way to discredit an opponent. In 1948 Alger Hiss, a high ranking member of the US State Department was accused of being a communist by Whittaker Chambers. Hiss accused Chambers of lying and the case was dismissed however Richard Nixon decided to pursue the case and found evidence that Hiss had passed information to the USSR during the war. Hiss was then convicted of perjury in 1950 and spent 5 years in prison. Political rivalry was a major factor.* *On balance the fall of China was a very important reason for the Red Scare as it showed that the international spread of communism was a real threat. That said the internal political situation made the external threat appear greater than it was as politicians magnified the threat for their own ends, so both were equally important.* **Nutshell: Balanced argument with two explained points on each side OR two explained points on one side and one point on other side** **NOTE:** **18 marks = As below plus a clinching argument** **16-17 marks = 4 explained points (3-1 or 2-2)** **15 marks = 3 explained points (2-1)**	**15–18**
Level 4 answers will typically construct a balanced or one-sided argument with support from at least two valid examples e.g. *It is true that the fall of China to communism in 1949 was a huge shock to the USA. Despite their support, the communists led by Mao had still managed to take over China. This meant there was a new communist nation of 500 million people had emerged which increased the fear of communism spreading. This threat increased especially when China encouraged the spread of communism throughout Southeast Asia.*	**11–14**

Indicative content	Marks
However, there were other reasons for the Red Scare such as the internal political situation in the USA at the time. In this tense atmosphere, some rival politicians began accusing their rival of communism as an effective way to discredit an opponent. In 1948 Alger Hiss, a high ranking member of the US State Department was accused of being a communist by Whittaker Chambers. Hiss accused Chambers of lying and the case was dismissed however Richard Nixon decided to pursue the case and found evidence that Hiss had passed information to the USSR during the war. **Nutshell: One sided (two explained points of support); or balanced argument (one explained point of support on each side) reserve 14 marks for clinching argument**	
Level 3 answers will typically construct a one-sided argument with support from one valid example e.g. *It is true that the fall of China to communism in 1949 was a huge shock to the USA. Despite their support, the communists led by Mao had still managed to take over China. This meant there was a new communist nation of 500 million people had emerged which increased the fear of communism spreading. This threat increased especially when China encouraged the spread of communism throughout Southeast Asia.* **Nutshell: One sided argument, one explained point of support** **NOTE: Many answers at L3 will attempt a balanced answer and a wider range of support but only achieve one valid explanation** **NOTE: Many answers at L3 will attempt a balanced answer and a wider range of support but only achieve one valid explanation**	**7–10**
Level 2 answers will typically Identify reasons and/or describe the Red Scare e.g. *The fall of China to communism in 1949 was a huge shock to the USA as it showed communism was spreading. Despite their support, the communists led by Mao had still managed to take over China.* OR The Red Scare was the spread of fear/paranoia about communism in the USA ***Nutshell: Relevant events / developments but not addressing causes***	**4–6**
Level 1 answers will typically make general assertions e.g. *America was worried about communism spreading.* OR *Individual politicians were accused of being communist.* **Nutshell: General assertions**	**1–3**
	0

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

High performance ***4–5 marks***	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance ***2–3 marks***	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance ***1 mark***	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded ***0 marks***	• The learner 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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