**A Level Mark Scheme**

**Paper 1K** The Making of a Superpower: USA, 1865–1975

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| --- | --- |
| **AO1** | **Knowledge and understanding****Analysis and evaluation of key features****Making supported judgements****Exploring concepts such as cause, consequence, change, continuity, similarity, difference and significance.** |
| AO2 | Analyse and evaluate source material from the periodLink source material to the historical context |
| **AO3** | **Analyse and evaluate different interpretations****Link interpretations to the historical context** |

**Section A - 30 marks - 1 compulsory question, 1 hour**

Three extracts will be provided, containing historical interpretations linked to a broad issue or development. Knowledge and understanding of the historical context needs to be applied to the arguments.

**Section B - 25 marks - choose 2 out of 3 questions, 45mins each**

This question is designed to test understanding over a period of approximately 20 years and so will have a broad focus rather than focusing on a specific event.

**Section A: 30 marks**

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| --- | --- | --- |
| **Leve** | **Marks** | **Description** |
| **5** | **25-30** | * Very good understanding of all 3 interpretations
* Links interpretations to knowledge of the historical context
* Very good understanding of the historical context
* Analyses and evaluates the interpretations
* Supports arguments with detailed evidence
 |
| **4** | **19-24** | * Good understanding of all 3 interpretations
* Links interpretations to knowledge of the historical context
* Good understanding of the historical context
* Analyses and evaluates the interpretations
* Arguments are mostly well-supported with evidence
 |
| **3** | **13-18** | * Comments on all 3 interpretations
* Comments on the strength of the arguments by linking to historical context
* Understands historical context
* Some analysis and evaluation of the arguments
 |
| **2** | **7-12** | * Comments on at least 2 interpretations
* Makes reference to the historical context
* Some analysis, but little or no evaluation
* Comments on the strength of the arguments may be generalised or contain inaccuracies
* Some understanding of historical context
 |
| **1** | **1-6** | * Accurate understanding of 1 interpretation, or comments generally on 2 or 3.
* Limited understanding of the arguments
* Some general awareness of the historical context
 |

**Section B - 25 marks – ESSAY 1**

|  |  |  |
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| **Level** | **Marks** | **Description** |
| **5** | **21-25** | * Answers the question fully and directly
* Well-organised and effective writing
* Well-selected, specific and precise supporting information
* Very good understanding of key features, issues and concepts
* Fully analytical
* Balanced and well-substantiated judgement
 |
| **4** | **16-20** | * Good understanding of the question
* Well-organised and effective writing
* Range of clear and specific supporting information
* Good understanding of key features and issues, with some understanding of concepts
* Analytical in style
* Well-balanced with some judgement
 |
| **3** | **11-15** | * Understanding of the question
* Range of largely accurate information
* Awareness of some key issues and features
* Clearly structured and written
* Comment mostly relates to the question
* Answer may be unbalanced or lacking in support
 |
| **2** | **6-10** | * Some awareness of the question, but not fully understood
* Descriptive or partial answer
* Writing not always clear or well structured
* Some appropriate information with some understanding of key features / issues but limited
* Some attempt to answer the question but statements mostly unsupported
 |
| **1** | **1-5** | * Lack of understanding of the question
* Poor writing
* Information irrelevant or extremely limited
 |

**Section B - 25 marks – ESSAY 2**

|  |  |  |
| --- | --- | --- |
| **Level** | **Marks** | **Description** |
| **5** | **21-25** | * Answers the question fully and directly
* Well-organised and effective writing
* Well-selected, specific and precise supporting information
* Very good understanding of key features, issues and concepts
* Fully analytical
* Balanced and well-substantiated judgement
 |
| **4** | **16-20** | * Good understanding of the question
* Well-organised and effective writing
* Range of clear and specific supporting information
* Good understanding of key features and issues, with some understanding of concepts
* Analytical in style
* Well-balanced with some judgement
 |
| **3** | **11-15** | * Understanding of the question
* Range of largely accurate information
* Awareness of some key issues and features
* Clearly structured and written
* Comment mostly relates to the question
* Answer may be unbalanced or lacking in support
 |
| **2** | **6-10** | * Some awareness of the question, but not fully understood
* Descriptive or partial answer
* Writing not always clear or well structured
* Some appropriate information with some understanding of key features / issues but limited
* Some attempt to answer the question but statements mostly unsupported
 |
| **1** | **1-5** | * Lack of understanding of the question
* Poor writing
* Information irrelevant or extremely limited
 |