**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 period  Link 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**

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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 |