

# AICE AMERICAN HISTORY



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Portable 1

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Cambridge web site: cie.org.uk

Cambridge International AS Level History 9489

History (9489) is in Group 3, Arts and  
Humanities

Text: *The History of the USA 1820-1941*

By Alan Farmer

**Accommodations** → All accommodations required by law will be available to the student. Student and teacher will find suitable methods to make the class an exceptional place to live and be productive. If a parent wishes to be involved in these decisions, they are more than welcome. We will work on strategies to make this course a powerful learning environment for everyone.

**Website and E-Mail** → The website has all the materials the student needs to successfully navigate the course. It also has tabs to connect to the syllabus, supplemental readings, and a calendar for the course. Web site URL: <http://shshistory.com> All communications via e-mail should be at the school address

[sandy.crihfield@sarasotacountyschools.net](mailto:sandy.crihfield@sarasotacountyschools.net) I check my e-mail at least once a day but do not expect an immediate answer it will take 24 hours for a guaranteed reply. If you want me to preview an assignment or store a document, you may use Blackboard to send it. At the same time e-mail the school e-mail address to tell me to look for it. I only look at Blackboard when something is due to grade or when you ask me to look at it. Make sure to put your full name and AICE American History in the subject line. All assignments need to be sent to Blackboard.

## ASSESSMENT OVERVIEW

### Paper 1

Document question 1 hour 15 minutes

40 marks

1 Question

Candidates answer one two-part document question on one of the options given.

Candidates must answer both parts of the question they choose.

Externally assessed

40% of the AS Level

## **Paper 2**

Outline study 1 hour 45 minutes

60 marks

2 questions

Candidates answer two two-part questions from three on one of the options given.

Candidates must answer both parts of the questions they choose.

Externally assessed

60% of the AS Level

30% of the A Level

Depth study 1 hour 45 minutes

60 marks

2 questions

Candidates answer two questions on their chosen depth study.

Externally assessed

30% of the A Level

## **Paper 1 and 2**

Topics within each of the AS options rotate year-on-year so that one topic is assessed via Paper 1 and the remaining three via Paper 2. The prescribed topic for Paper 1 in any given year is not assessed within Paper 2 for that year.

Therefore, each topic will be the prescribed topic for Paper 1 every four years.

## **Course Objectives:**

The syllabus aims to develop:

- An interest in the past and an appreciation of human endeavor
- A greater knowledge and understanding of historical periods or themes

- A greater awareness of historical concepts such as cause and effect, similarity and difference, and change and continuity
- An appreciation of the nature and diversity of historical sources available, and the methods by historians
- An exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- The ability to think independently and make informed judgments on issues
- An empathy with people living in different places and at different times
- A firm foundation for further study of History

### **Assessment Objectives:**

Candidates are assessed on their ability to:

- ∞ AO1: demonstrate knowledge and understanding
  - 1(a) recall, select, and use historical knowledge appropriately and communicate knowledge and understanding of History in a clear and effective manner
  - 1(b): demonstrate an understanding of the past through explanation, analysis, and arriving at a substantiated judgment of: key concepts such as causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied
- ∞ AO2: analyse, evaluate, and apply
  - 2(a) as part of an historical enquiry, analyse, and evaluate a range of appropriate source material with discrimination
  - 2(b) analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways

## **RELATIONSHIP BETWEEN ASSESSMENT OBJECTIVES AND COMPONENTS**

<b>Assessment objective</b>	<b>Component 1</b>	<b>Component 2</b>	<b>Weighting</b>
AO1(a)		30	70%
AO1(b)		30	
AO2(a)	30		30%
AO2(b)	10		
<b>Total</b>	<b>40</b>	<b>60</b>	<b>100%</b>

## **ASSESSMENT: GRADING RUBRICS**

### **Grading Rubric for A Type Questions for Paper 1**

<b>Developed comparison/grasp of sources</b>	8
<b>Source evaluation</b>	4
<b>Contextual knowledge and awareness</b>	3
<b>Total</b>	<b>15</b>

### **Grading Rubric for B Type Questions for Paper 1**

<b>Analysis / Quality of Answer</b>	<b>8</b>
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<b>Grasp of Sources / Grouping / Use of Sources</b>	<b>6</b>
<b>Source evaluation</b>	<b>6</b>
<b>Contextual Knowledge</b>	<b>5</b>
<b>Total</b>	<b>25</b>

### **Grading Rubric for A Type Questions for Paper 2**

<b>Factual Knowledge</b>	<b>6</b>
<b>Quality of Explanation</b>	<b>4</b>
<b>Total</b>	<b>10</b>

### **Grading Rubric for B Type Questions for Paper 2**

<b>Knowledge and Understanding</b>	<b>10</b>
<b>Analysis</b>	<b>10</b>
<b>Total</b>	<b>20</b>

### **Textbook Reading Assignments:**

The Cambridge philosophy of education clearly defines the role of the student as responsible for the knowledge base to successfully navigate the course. The instructor is responsible to challenging the student knowledge base and to teach the appropriate AICE skills to encourage thinking and writing skills. The student is required to read through the textbook (Farmer) while working on each theme. The instructor will make suggestions as to when each section should be read but it is up to the student to find a workable plan. The student should also read one or more of the other texts to further their subject knowledge. The AICE text is a two sided outline

text to help the student structure enhanced by lectures in the classroom. Each student will have all three texts to take home for the year.

## **Assignment Instructions:**

**The student will be responsible for the following assignments to complete the course.**

### **Selecting Facts for an Essay**

The student using the texts will select facts to write an essay. The essay topic will be on the theme that the student is studying. (Causes of the Civil War, Civil War and Reconstruction, the Gilded Age and the Progressive Era, and the Depression) The student will develop a thesis and concession with reasons (28 pts.) and select 6 facts for each of the four reasons. (3 pts. each or 72 pts). The facts will be judged on relevance and support value. This is the process a student should use for preparing for an essay. 100 pts. The assignment will count 20% of the grade.\*

### **Paper 1 Practice Assignment**

The student will be given a question from the appropriate theme. The student will use the source packet and any other outside quotes to select two sources to support the question and two sources that oppose the question (15 pts. each or 60 pts.). The student will copy the source and highlight the passage that agrees or opposes the question. The student will analyze why the source content supports the question (5pts. each or 20 pts.). The student will then argue why the source will be valuable to answer the question (5pts. each or 20 pts.). The assignment will count 20% of the grade. \*

### **Paper 1 and Paper 2 Question Project**

**[The student will complete three of the following items each nine weeks.]**

1. Create a collage with 15 images and a 1-2 sentence description of the image that portray the times. Make a ppt with the images (in any order of choice and have the descriptions fly in individually. The images can be people, events, or concepts. This will be a review for a B type question. The assignment will be judged on completion 1/3<sup>rd</sup>, covering all the key events 1/3<sup>rd</sup> understanding of the event 1/3<sup>rd</sup>.
2. Create a timeline of the time period with 20 important events, incidents, supreme court decisions, and/or laws. If done on paper it must be clearly written and photographed. By inserting lines and text boxes it can easily done on the computer. Before you make the timeline write a two sided 2B question and then utilize the materials you put on the timeline. The timeline and essay will be evaluated by 1/3<sup>rd</sup> completion, 1/3<sup>rd</sup> the timeline, and 1/3<sup>rd</sup> the essay (the essay must have the facts underlined and numbered (1-20), analysis, evaluation1/3<sup>rd</sup>.

3. Write a eulogy of a key figure of the times. It should be 500 words. The first 50 - 75 words can be biographical about the person; all the rest of the eulogy is about their role in the times. Before you write the eulogy, write a why question about a topic your person is involved in during the times. Follow the question with a “why” answer of one paragraph that involves 10 words from the eulogy. Underline each used term and follow it a red number (1-10). The assignment will be graded on completion 1/3<sup>rd</sup>, correct information in the eulogy 1/3<sup>rd</sup>, and paragraph with key words 1/3<sup>rd</sup>.
4. Write 200 word newspaper account of a key event from the times. It can be written from a neutral, or a particular point of view. It is your choice what material to include. This article should include the newspaper name, town, and date of the article. You should pose a question before you write the newspaper account (1B). The paragraph you write can agree or disagree with the question. The paragraph should explain the content, source, and how it answers the question. The paragraph should include quotes, analysis of source and content, evaluation of source and content, and a final judgement that ties to the question. The assignment will be judged on completion 1/3<sup>rd</sup>, the strength and knowledge understanding in the article 1/3<sup>rd</sup>, display of analysis, evaluation, and judgement 1/3<sup>rd</sup>.
5. Create a poster or political cartoon (meme) for a candidate, union, social group, or political party. The poster must have fifteen elements on it that can lend to interruption and source information. The essay which follows will be a 1B. A question needs to be posed before you make the poster/meme. After you have written the question and created the poster/meme write a one paragraph answer that contains ideas from the poster/meme, content and source analysis and evaluation. The question can be refuted or supported by the poster/meme. The poster and essay will be evaluated by 1/3<sup>rd</sup> completion, 1/3<sup>rd</sup> the poster/meme, and 1/3<sup>rd</sup> the essay (the essay must have the facts from the poster/meme to support the essay paragraph) and analysis, evaluation 1/3<sup>rd</sup>.
6. Write a letter from someone on a topic of the times. The letter needs to have source material that includes who to, who wrote the letter, and the date. The letter should be approximately 100-200 words in the main body of the letter. Before writing the letter, the student will pose a 1B question. After you have formed the question and written the letter then answer the question with a one paragraph answer that contains quotes as evidence, analysis and evaluation of content and source. The paragraph can refute or support the question. The letter and essay will be evaluated by 1/3<sup>rd</sup> completion, 1/3<sup>rd</sup> the letter, and 1/3<sup>rd</sup> the essay (the essay must have the facts from the letter to support the essay paragraph) and analysis, evaluation 1/3<sup>rd</sup>.\*

\*\*\*\*\* All these assignments are on the calendar from day one, so the due date is the same for all students regardless of accommodations. Anyone who thinks they will need extra time start early if you that need extra time or you have other scheduled commitments.

Do not tell me you did not know about an assignment, follow the syllabus and the calendar on the web site and blackboard. If you are home when an assignment is due, use Blackboard drop boxes or school email. If you hand wrote it, take a picture of it and send as an email attachment from home. There are no excuses for incomplete or forgotten assignments. If

there is a tragedy let me know, if you forgot, learn the lesson and move on. Late assignments are not accepted but early ones make me smile at good planning skills

## **Paper 2 "A" Type Question Writing Assignment**

The student will take an A type question examination each nine weeks. This type of question tests knowledge and understanding. It will take place in the classroom. The student will have one class period prior to the essay with teacher assistance to prepare for the topic of the essay. The A type question is a why question to show knowledge, understanding, and analysis of content material. If a student has a Cambridge accommodation on file with the school for extended time this will be available. The writing assignments each count 20% of the academic grade.

## **Paper 2 "B" Type Writing Assignment**

Once each nine weeks the student will be required to write a type "B" writing assignment. Type B questions are to test the ability of the student to: understand the question, recall and select relevant material, analyse and evaluate the material to reach a judgment, develop a focused, balanced substantiated argument, and to communicate the argument in a clear and effective way. The instructor will select an appropriate Cambridge question from the subthemes and the student will be required to write an essay in one class period (45 minutes). If a student has a Cambridge accommodation on file with the school for extended time this will be available. This is a necessary practice procedure to prepare for the AICE exam. The essay will count 20% of the academic grade.

## **Source Based Writing**

The student will be required to do A and B type essays of source based style questions. They are always on the Causes of the Civil War theme and compose 40% of the total AICE exam. They are given two sources for the A type question and do a contrast and comparison of the two sources to answer a question. Two more sources are added to the B type question and the student must write a two sided answer to the question using the sources and content knowledge. This is a test of time management, in depth analysis, and content knowledge. The students will be practicing this skill all year.

## **Content Based Writing**

The student will be required to do A and B type essays based on content of theme material. The essays are on each of the two additional themes we explore, The Civil War and Reconstruction and The Gilded Age and the Progressive Era. The student combines content knowledge and understanding and analysis of this material presented. The A type is a why based analysis and the B type is a two sided analysis. This component counts 60% of the AICE exam. The students will be practicing this skill from the first day of the course to the last. Knowledge from reading and studying lecture notes and their own notes is key to this exam component but without analysis of the material it will be graded as a failing grade. This exam is

not about memorizing large amounts of material but depth of knowledge and the ability to synthesize that material developing their own ideas.

**Employability Skills** → According to school board policy, the following skills will be observed and recognized. The skills are: attendance, punctuality, bringing required materials to class, appropriate on task behavior, task completion, and displaying an attitude of cooperation. The employability component of the course is 20% of the course grade for each nine weeks. The student using a phone will receive one warning and the second time the phone is used without permission a 50% reduction of the employment grade will be made. The third occurrence will follow the same procedure. (If an employee broke a rule three times when explicitly told not to do something within 9 weeks they would be fired in most businesses.)

**Accommodations for students** → All accommodations required by law will be available to the student. Student and teacher will find suitable methods to make the class an exceptional place to live and be productive. If a parent wishes to be involved in these decisions, they are more than welcome. I have a profound learning disability myself, so I more than understand the issues students deal with on a day to day basis. We will work on strategies to make this course a powerful learning environment for everyone.

**Primary Resources for Supplemental Reading** → The student is required to read additional material throughout the semester. (See full citations listed below) The readings will be available in the classroom, the library, and on the web. The articles will be read in the library, the Internet, or the classroom on the student's own time. The library sources may be copied on the library copier. The schedule of readings is attached and may be changed or added to throughout the semester.

## References

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- Binder, F. M. & Reimers, D. M. (2000). The Way We Lived, Vol. 2 (4<sup>th</sup> ed.). NY: Houghton Mifflin Co.
- Bontemps, A (1973). The Old South "A Summer Tragedy". NY, New York: Mead Dodd.
- Browning, P. & Walsh-Atkins, P. (2014). History of the USA 1840-1941. Cambridge: Cambridge Press.
- Davidson, J.E. & Lytle, M. H. (1992). After the Fact, the Art of Historical Detection.
- Elkins, S. & Mc Kittrick, E. Political Science Quarterly, Vol. LXXXVI, No. 1(June 1961).
- Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S.H. (2002). Out of Many, A History of the American People. Upper Saddle River, N.J.: Prentice Hall.

- Farmer, A. & Sanders, V. (2009). *An Introduction to American History 1860-1990*. UK: Hodder Education.
- Farmer, A., (2019). The History of the USA 1820-1941. London: Hodder Education.
- Federalists Essays #10 & #78. Retrieved May 14, 2009, from Congress Web site: <http://Congress.org>
- Marcus, R. D., & Burner, D. (1989). America Firsthand Vol. II, From Reconstruction to the Present. NY: St Martin's Press.
- Nash, R. & Graves, G. (1991). A Biographical Approach to American History, Vol. I. NY: Harper Collins. NY: McGraw-Hill, Inc.
- Slave Narratives. Retrieved May 14, 2009, from Historic News Articles Archives Web site: <http://Archives.org>
- Wilson, J. (ed.). (1991). Forging the American Character, Vol.1. New Jersey: Prentice Hall.

## Course Outline for Supplemental Readings

### Supplemental Readings on the Themes

**1861-1865 Theme Content Based Question      The Causes of the Civil War**

*Incidents in the Life of a Slave Girl excerpt* Incidents in the Life of a Slave Girl, Harriet Jacobs

*Black Slave Owners*, Philip Burnham / Reconstruction: America's Unfinished Civil War,

*View from the Bottom Rail After the Fact, the Art of Historical Detection*

*Lincoln's Cooper Union Address*

*The 5<sup>th</sup> of March Speech, Daniel Webster*

*John C. Calhoun's Speech on the Compromise of 1850*

**1861-1877 Theme Two Document Based Question      The Civil War and Reconstruction**

*The South's Inner Civil War*, Reconstruction: America's Unfinished Civil War, Eric Foner

*Healing Wounds America First Hand Vol. I*

*Why they Impeached Andrew Johnson?* Reconstruction: America's Unfinished Civil War, Eric Foner

*Reconstruction and the Freedman*

## **A Summer Tragedy, The Old South**

### **1870-1920 Theme Three The Gilded Age and the Progressive Era**

***Conditions of the Slaughterhouse America Firsthand, Vol. II From Reconstruction to the Present***

***The Triangle Factory Fire, HistoricNewsArticlesArchive.org.***

***Cross of Gold – William Jennings Bryan***

***Taxing the Rich – Teddy Roosevelt***

***The Spirit of Youth - Jane Addams***

***Working Women and the Vote – Rose Schneiderman***

***Lynch Law in America – Ida Barnett Wells***

## **AICE HONORS COMMITMENT**

### **Present**

You have elected to be an honor student; the student must be present for successful completion of course goals. Being absent will cause the student to fall behind and excessive absences will result in a parent conference.

### **On Time**

Being tardy is unacceptable, if you have to be late place the note on my desk and then sit and start note taking or the assignment without disturbing the class or instructor. Changes to the schedule and important announcements will be made at the beginning of the class period

### **Prepared**

Be ready for all class assignments. No late assignments will be accepted. Reading the text and supplemental materials is a minimum requirement. Monitor the website calendar to check due dates for assignments

### **Respect**

The student is responsible to follow all SHS and county rules and guidelines. The student is responsible to articulate his/her needs for a successful semester and behave in a respectable manner to all students and the instructor. There will be zero tolerance to disrespectful language, gestures, or written material as regards to race, sex, or cultural heritage. Tolerance of other people's ideas is important to the understanding and development of the American experience

**Responsibility**

Come to class ready to work. NO CELL PHONES! Cell phones disrupting class is unacceptable, if I see it or hear it, it is gone for the day. If this happens again, half of the employability points will be deducted. The phone will be sent to the office to be picked up by the student. If you need to use the restroom, take the pass and go. We will be moving on without you.

**Attention & Note Taking**

This is not a place to do homework, to sleep, to talk on the phone, or to run errands. Playing on the computer during class lectures will cause the privilege to be revoked. If you choose to use a computers follow all class computer rules. You have chosen to take on this responsibility.

**Honesty**

Cheating is unacceptable, check your student handbook. Plagiarism is unacceptable and all cases of plagiarism will result in a zero. I will address cheating with the AICE coordinator and consider expulsion from the program. You have chosen to be an honor student act like one.

## COMMAND WORDS

**Command words - What it means**

**Assess** make an informed judgement

**Compare** identify/comment on similarities and/or differences

**Contrast** identify/comment on differences

**Discuss** write about issue(s) or topic(s) in depth in a structured way

**Evaluate** judge or calculate the quality, importance, amount, or value of something

**Explain** set out purposes or reasons / make the relationships between things evident /

provide why and/or how and support with relevant evidence

Phrases such as 'How far do you agree.....?' and 'To what extent...?' and 'Account for...' may also be seen in the assessment for this syllabus.

## Themes AICE American History

### American option: The history of the USA, 1820–1941

#### The Origins of the Civil War, 1820–61

##### Key questions

How was the issue of slavery addressed between 1820 and 1850?

##### Content

- Political system (practical application of the US Constitution) and the balance of sectional interests in 1820
- Impact of territorial expansion: westward expansion and absorption of Texas
- Impact of population growth and movement
- Attempts at compromise including the Missouri Compromise (1820) and the Compromise of 1850

How and why did sectional divisions widen between 1850 and 1856?

- Problems arising from the implementation of the Compromise of 1850 and the application of the Fugitive Slave Act
- The issue of Kansas and its impact
- Changes in the party-political system: rapid decline of the Whig Party and the rise of the Republican Party
- Significance of States' Rights

Why did the Republicans win the 1860 presidential election?

- Growing strength of abolitionism, e.g. John Brown
  - Emerging notion of ‘slave power’, e.g. Dred Scott
  - Increasing confrontation within and between the North and the South
  - The Lincoln–Douglas Debates (1858)
  - The election campaign of 1860 and the divisions of the Democratic Party
- Why did the Civil War begin in April 1861? •• Reactions to the 1860 presidential election results
- Secession of the seven Deep South States
  - The Battle of Fort Sumter and its impacts
  - The aims of Abraham Lincoln and Jefferson Davis

## Civil War and Reconstruction, 1861–77

### Key questions

Why did the Civil War last four years?

### Content

- Changing military strategies
- Changing approaches of political and military leadership
- Resources available
- Impact of foreign influences (Britain and France)

How significant was the immediate impact of the Civil War (1861–65)?

- Limitations on civil liberties during the War
- Reasons for and responses to the Emancipation Proclamation (1863)
- Life in the Confederate States including the responses of slaves
- The nature of democracy in the North and the

South

What were the aims and outcomes of Reconstruction?

- Presidential Reconstruction: Abraham Lincoln and Andrew Johnson
- Radical Reconstruction from Congress
- Reasons for and passage of Constitutional Amendments 13th, 14th and 15th

How successful was Reconstruction? •• Changing position of ex-slaves

- Responses of the White South
- Grant's Reconstruction policies
- The Compromise of 1877 and the end of Reconstruction

## The Gilded Age and Progressive Era, 1870s–1920

### Key questions

Why was the late nineteenth century an age of rapid industrialisation?

### Content

- Growth of trusts, corporations and robber barons
- Technological innovations, e.g. electrical power and the telephone
- Growth of the railroads
- Trade policies and protectionism

How significant were the consequences of rapid economic growth in the late nineteenth century?

- New immigration from Southern and Eastern Europe
- Industrial growth and periods of economic recession
- Impact of urbanisation on living conditions, e.g. housing, health, safety

- Rise of organised labour in industry and agriculture, e.g. Granger Movement, labor unions
- What were the main aims and policies of the Progressive Movement and how popular were they?

- Limits on party machines and bosses
- Temperance and Prohibition
- Female emancipation
- Regulation of private corporations

How successful was the Progressive Movement up to 1920?

- Achievements of the Progressive presidents
- Constitutional reforms
- State vs. federal successes
- Limits of the Progressive Movement

## **The Great Crash, the Great Depression and the New Deal policies, 1920–41**

### **Key questions**

What were the causes of the Great Crash?

### **Content**

- Structural weaknesses in the US economy in the 1920s, e.g. disparity between agriculture, traditional and new industries
- Growth of consumerism, e.g. hire purchase and buying on the margin
- Mass production and oversupply
- Impact of government policies

What were the causes and impacts of the Great Depression?

- The main features of the Great Crash (October 1929)
- Responses of Hoover government and industry to

the Great Crash

- Collapse of the financial system
  - Mass unemployment and its social impact, e.g. Hoovervilles and employment discrimination
- How effective were Roosevelt's strategies to deal with the domestic problems facing the USA in the 1930s?
- Roosevelt's First Hundred Days
  - Development of New Deal policies and the need for the Second New Deal
  - Roosevelt's political strategies, e.g. the New Deal Coalition
  - Reasons for the Roosevelt Depression/Recession (1937–38)

Why was there opposition to the New Deal policies and what impact did it have?

- Opposition from the liberal left
- Opposition from the conservative right
- Opposition from the Supreme Court
- Roosevelt's responses to opposition

**The mark schemes used by Cambridge to score paper 1 and paper 2 are listed below:**

## Paper 1 Mark Scheme

Part (a)	Generic Levels of Response:	Marks
<b>Level 4</b>	<b>Makes a developed comparison</b> Makes a developed comparison between the two sources. Explains <u>why</u> points of similarity and difference exist through contextual awareness and/or source evaluation.	<b>12–15</b>
<b>Level 3</b>	<b>Compares views and identifies similarities and differences</b> Compares the views expressed in the two sources, identifying differences and similarities and supporting them with source content.	<b>8–11</b>
<b>Level 2</b>	<b>Compares views and identifies similarities <u>or</u> differences</b> Identifies relevant similarities or differences between the two sources and the response may be one-sided with only one aspect explained.  <b>OR</b>  <b>Compares views and identifies similarities <u>and</u> differences but these are asserted rather than supported from the sources</b> Identifies relevant similarities and differences between the two sources without supporting evidence from the sources.	<b>4–7</b>
<b>Level 1</b>	<b>Describes content of each source</b> Describes or paraphrases the content of the two sources. Very simple comparisons may be made (e.g. one is from a letter and the other is from a speech) but these are not developed.	<b>1–3</b>
<b>Level 0</b>	<b>No creditable content.</b> <b>No engagement with source material.</b>	<b>0</b>

Part (b)	Generic Levels of Response:	Marks
<b>Level 5</b>	<b>Evaluates the sources to reach a supported judgement</b> Answers are well focused, demonstrating a clear understanding of the sources and the question. Reaches a supported judgement about the extent to which the sources support the statement and weighs the evidence in order to do this.	<b>21–25</b>
<b>Level 4</b>	<b>Using evaluation of the sources to support and/or challenge the statement</b> Demonstrates a clear understanding of how the source content supports and challenges the statement. Evaluates source material in context, this may be through considering the nature, origin and purpose of the sources in relation to the statement.	<b>16–20</b>
<b>Level 3</b>	<b>Uses the sources to support and challenge the statement</b> Makes valid points from the sources to both challenge and support the statement.	<b>11–15</b>

<b>Level 2</b>	<b>Uses the sources to support or challenge the statement</b> Makes valid points from the sources to either support the statement or to challenge it.	<b>6–10</b>
<b>Level 1</b>	<b>Does not make valid use of the sources</b> Describes the content of the sources with little attempt to link the material to the question. Alternatively, candidates may write an essay about the question with little or no reference to the sources.	<b>1–5</b>
<b>Level 0</b>	<b>No creditable content.</b> <b>No engagement with source material.</b>	<b>0</b>

## Paper 2 Mark Scheme

<b>Part (a)</b>	<b>Generic Levels of Response:</b>	<b>Marks</b>
<b>Level 4</b>	<b>Connects factors to reach a reasoned conclusion</b> <ul style="list-style-type: none"> <li>• Answers are well focused and explain a range of factors supported by relevant information.</li> <li>• Answers demonstrate a clear understanding of the connections between causes.</li> <li>• Answers reach a supported conclusion.</li> </ul>	<b>9–10</b>
<b>Level 3</b>	<b>Explains factor(s)</b> <ul style="list-style-type: none"> <li>• Answers demonstrate good knowledge and understanding of the demands of the question.</li> <li>• Answers include explained factor(s) supported by relevant information.</li> </ul>	<b>6–8</b>
<b>Level 2</b>	<b>Describes factor(s)</b> <ul style="list-style-type: none"> <li>• Answers show some knowledge and understanding of the demands of the question. (They address causation.)</li> <li>• Answers are may be entirely descriptive in approach with description of factor(s).</li> </ul>	<b>3–5</b>
<b>Level 1</b>	<b>Describes the topic/issue</b> <ul style="list-style-type: none"> <li>• Answers contain some relevant material about the topic but are descriptive in nature, making no reference to causation.</li> </ul>	<b>1–2</b>
<b>Level 0</b>	<b>No creditable content.</b>	<b>0</b>
<b>Part (b)</b>	<b>Generic Levels of Response:</b>	<b>Mark s</b>
<b>Level 5</b>	<b>Responses which develop a sustained judgement</b> <ul style="list-style-type: none"> <li>• Answers are well focused and closely argued. (Answers show a maintained and complete understanding of the question.)</li> <li>• Answers are supported by precisely selected evidence.</li> <li>• Answers lead to a relevant conclusion/judgement which is developed and supported.</li> </ul>	<b>17–20</b>
<b>Level 4</b>	<b>Responses which develop a balanced argument</b> <ul style="list-style-type: none"> <li>• Answers show explicit understanding of the demands of the question.</li> <li>• Answers develop a balanced argument supported by a good range of appropriately selected evidence.</li> <li>• Answers may begin to form a judgement in response to the question. (At this level the judgement may be partial or not fully supported.)</li> </ul>	<b>13–16</b>
<b>Level 3</b>	<b>Responses which begin to develop assessment</b> <ul style="list-style-type: none"> <li>• Answers show a developed understanding of the demands of the question.</li> <li>• Answers provide some assessment, supported by relevant and appropriately selected evidence. However, these answers are likely to lack depth of evidence and/or balance.</li> </ul>	<b>9–12</b>

<b>Level 2</b>	<b>Responses which show some understanding of the question</b> <ul style="list-style-type: none"> <li>• Answers show some understanding of the focus of the question.</li> <li>• They are either entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support.</li> </ul>	<b>5–8</b>
<b>Level 1</b>	<b>Descriptive or partial responses</b> <ul style="list-style-type: none"> <li>• Answers contain descriptive material about the topic which is only loosely linked to the focus of the question. Alternatively, there may be some explicit comment on the question which lacks support.</li> <li>• Answers may be fragmentary and disjointed.</li> </ul>	<b>1–4</b>
<b>Level 0</b>	<b>No creditable content.</b>	<b>0</b>