

Welcome to A-Level History! History is about what happened in the past. It's about people, what they did, why they did it, what they thought and how they felt. Our history lessons will help you to understand how, why and when things have changed over time. We will also get you thinking! You will use evidence to piece together the past and develop your own understanding and interpretations. Please complete our transition task by your first lesson back in September.

## TRANSITION TASK

The USA, c1920-55: Boom, Bust and Recovery: Using the attached article about changes in society complete the following essay question:

**To what extent was the rise of the Ku Klux Klan the most important threat facing US society in the 1920s?** (20 marks)

***Stretch: Independent research – find another article, chapter, source that will help you to answer the above question.***

### Success criteria

Level	Mark	Descriptor
1	1–3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Simple or generalised statements are made about the topic.</li> <li><input type="checkbox"/> Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li><input type="checkbox"/> The overall judgement is missing or asserted.</li> <li><input type="checkbox"/> There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li><input type="checkbox"/> Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li><input type="checkbox"/> An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li><input type="checkbox"/> The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li><input type="checkbox"/> Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li><input type="checkbox"/> Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li><input type="checkbox"/> The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li><input type="checkbox"/> Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li><input type="checkbox"/> Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li><input type="checkbox"/> Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li><input type="checkbox"/> The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li><input type="checkbox"/> Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li><input type="checkbox"/> Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li><input type="checkbox"/> Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li><input type="checkbox"/> The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

