

**MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers**

9769 HISTORY

9769/03

Paper 3 (US History Outlines, c. 1750–2000),
maximum raw mark 90

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

- (a) The banding definitions which follow reflect, and must be interpreted within the context of, the following general statement:

Examiners should give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may well yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 2 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

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Band 1: 25–30

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Band 2: 19–24

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary. Use of English will be highly competent, clear, generally fluent and largely error-free.

Band 3: 13–18

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

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Band 4: 7–12

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may well be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated. Some errors of English will be present but written style should be clear although lacking in real fluency.

Band 5: 0–6

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; unsupported generalisations, vagueness and irrelevance are all likely to be on show. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

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Section 1: c. 1750–c. 1820

1 To what extent was the British government able to control the political and economic affairs of the American colonies between 1750 and 1776?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – the distinction between political and economic control should be explored as part of the answer. Awareness that each state may have had a different relationship with the British government will allow complex answers to be formulated. Simple chronological narratives should be avoided but analysis may well proceed in chronological order. The way that the government sought to control issues such as trade and taxation – for example the resentment prompted by the Stamp Act and the Revenue Act – will be at the heart of the analysis, although the extent to which the Crown was successful is open to debate. The fact that these economic issues also led to political actions and arguments may allow the conclusion to be about 'control' generally. There is clearly much overlap between the economic and the political, but the stronger candidates will at least acknowledge this.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as empire and the whole set of debates about the rights of the colonies versus the prerogatives of the Crown, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. For example, it could be argued that Britain was losing control of the flourishing colonies significantly before 1776 and that the crisis of 1776 was not so much about British tyranny as an attempt to regain control. Some awareness of the variation in the overall picture ought to allow the stronger candidates to construct a nuanced answer.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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2 How far can it be argued that the ideas of the American Enlightenment prompted and sustained the American Revolution that began in 1776?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required there is an important distinction between prompting and sustaining which will require some attention. Chronological narratives should be avoided; the question is best considered by looking at key ideas or thinkers. The arguments of Franklin, Paine and Jefferson ought to demand significant attention. The question also allows for some analysis of other factors although this should not come to dominate the essay.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as popular sovereignty, republicanism and patriotism, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. For example, it may be argued that the ideas of the enlightenment were not as important as the basic economic issues. However, it might also be argued that the works of Paine and others provided a crucial rallying cry. The best answers will seek not just a balance between factors but some sort of hierarchical approach, giving a particular weighting to the role of ideas.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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3 What were the most important issues in the debates surrounding the creation and development of the Constitution of the United States between 1781 and 1791?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – it is vital that some indication of the relative importance of the issues is established. Narratives should be avoided but a chronological approach which combines analysis is acceptable. The stronger answers will address issues such as the powers of the presidency, rights of taxation, voting rights in Congress, the legal system, individual rights and the whole set of issues that stem from the tension between state and federal authority. Given that the priorities shifted during the course of the decade in question, it will be possible for stronger candidates to develop a complex judgement.

AO2 – be able to demonstrate an understanding and awareness of historical concepts such as constitutional theory and the idea of states rights as opposed to federalism enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critically evaluate source material and awareness of differing historical interpretations may enhance responses. For example, it could be argued that the idea of the separation of the powers was the guiding principle in the early phase but that the protection of individual rights in the Bill of Rights came to dominate the later phase.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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4 Why was the institution of slavery relatively unchallenged in America in the period 1750 to 1820?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – a multi-factoral approach is necessary but there should be an attempt to give relative weighting to the factors. The key issues are likely to be the economic importance of slave labour and the boom in the cotton industry, particularly after the invention of the cotton gin. In addition to that, other factors such as religious and racial ideas, the relative political weakness of abolitionists and the emergence of more pressing concerns such as war with Britain and conflict with native Americans, should help to create a broad and balanced analysis.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as cheap labour, abolitionism and racial stereotypes, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. The answer may be constructed in numerous ways but it is vital that the eventual judgement attempts to establish a hierarchical approach to the factors.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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5 Why did Britain and the United States go to war in 1812 and how significant were the consequences?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – it is clearly a question in two parts and there should be a reasonable balance in terms of the amount of analysis given to each part. A long chronological narrative should be avoided but it is logical to approach the issues in chronological order. The first part of the question will require a multi-factoral approach in which issues such as tensions over trade during the Napoleonic wars, anger about the impressing of American citizens into the British navy, growing resentment in America about British interference in the Indian question and disputes about the border with Canada should feature. The consequences of the war will require a discussion of the Treaty of Ghent and also some wider awareness, possibly looking at the way the war promoted American self confidence – the Monroe Doctrine could be seen as a subsequent expression of this – and eventually led to an improvement in Anglo-American relations.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as commercial warfare and trade embargoes, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Several different interpretations are possible, particularly when discussing the longer term consequences but stronger answers will seek to keep both parts of the question under view when reaching conclusions. It might be argued that the war did not have one particular spark but that should not lead to a simple listing of reasons for tension.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 2: c. 1820–1865

6 What do you understand by the term 'Jacksonian Democracy'?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required although much can be achieved by discussing Jackson's life, stronger answers will focus on the term as an expression of an ideology. A narrative of Jackson's life is unlikely therefore to achieve high marks. Defining the term should entail a discussion of his populist tactics by which he was able to portray himself as a man of the people working against the political and financial establishment in favour of the rights of the 'common folk'. It will probably be necessary to explain that by 1828 most male citizens had the vote and thus Jackson was able to exploit his popularity amongst the masses to maintain his grip on power. Details of his life before he became president, such as his military success at the battle of New Orleans, might be useful in explaining his popular appeal. The way that Jackson shaped the Democratic Party and indeed changed the mould of party politics generally should receive attention.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as populism or possibly demagoguery. Clearly the concept of democracy should also be explored. Such analysis will enable students to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. For example, this question is broad enough to allow candidates to go beyond simply defining 'Jacksonian Democracy' and explore to what extent Jackson genuinely supported the ordinary people or whether it was to some extent a demagogic technique for obtaining and maintaining power.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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7 'The issue of slavery was the primary cause of the Civil War.' How valid is this judgement?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – the stronger answers will arrive at hierarchy of causal factors. A discussion of the other factors will be necessary but should not overwhelm the essay: the issues around slavery should be at the core a strong answer. The importance of slavery to the southern economy and the reasons why many came to oppose it will be an important part of any analysis. Other factors could include westward expansion, as it raised problems about whether new states that practised slavery could be admitted. The attempts at compromise and the Dred Scott ruling will feature in strong answers, as will the raid at Harper's Ferry and the significance of Lincoln's election.

AO2 – be able to demonstrate an understanding and awareness of historical concepts such as secession and the difference between abolitionism and the compromise positions – this will enable them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Clearly a number of interpretations of the significance of slavery are possible and it may be that stronger answers will discuss the way this issue came to be inter-twined with others such as politics of the north south divide and the way that this was also enmeshed with the differing economic needs of both regions. The stronger answers will address whether the phrase 'primary cause' is appropriate or not.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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8 To what extent should Lincoln be regarded as a great president?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required stronger answers will look not just at victory in the Civil war but also at his control of contending forces within the party, such as the way he dealt with the opposition of the so-called 'Copperheads'. An assessment of his role in the causes of the war is also likely to be important. Other aspects of his leadership that will require analysis will be his relationship with his Generals and his social and economic policies, such as the Homestead Act which led to a great change in patterns of land ownership. His approach to Reconstruction should also be touched upon.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as republicanism and abolitionism but also of course the question what constitutes 'greatness'. This will enable candidates to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. It is evident for example that there many contemporaries, not just in the South, held some very negative views of Lincoln. Clearly a number of interpretations are possible but the stronger answers will range broadly across his years in the White House.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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9 How significant was the social and economic impact of the Civil War?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – the social aspect of the question will allow discussion of race relations after emancipation and also the issue of Southern resentment of Union military rule and the role of the so-called 'carpetbaggers'. The economic aspect of the question should prompt discussions of how quickly the southern economy recovered and how far the creation of a large pool of free wage-labour helped the development of the broader American economy. The Great Migration might be touched upon as something which led to urbanisation and industrialisation. There should be some sort of final judgement about the 'significance' of the changes: whether the war should be seen as a major socioeconomic catalyst or not.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as wage-labour, emancipation, states rights and, perhaps, the economic use of the term 'catalyst'. This will enable candidates to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Clearly a number of interpretations are possible but the stronger answers will explore both what might be termed the positive and negative aspects of the war.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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10 How successful was American foreign policy between 1819 and 1861?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required evidently there should be a solid factual grasp of territorial acquisitions in the period, particularly in terms of relations with Spain and Mexico. Long chronological narratives should be avoided but an analysis that follows a chronological structure is acceptable. Although it is likely that candidates will see the westward expansion of these years as a measure of success, the stronger candidates will see some ways, such as the way acquisition of new territories divided the US by raising the slavery issue again and therefore final analysis should avoid simplistic judgement.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as the Monroe Doctrine or 'Manifest Destiny', enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. For example, the notion of success in foreign policy can be analysed. How far the expansionist process was being driven by economic forces rather than governmental policy might also allow room for interesting debate and complex judgement.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 3: Themes c. 1750–c. 1900

11 How far was America's successful western expansion in the nineteenth century brought about by presidential policies?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required clearly the question requires a multi-factoral approach but the emphasis ought to be on presidential policies or perhaps even the lack of them. The range of content here could be wide in scope, from the Louisiana Purchase through to the 'end of frontier', so students should be careful not to allow a narrative approach to prevent factoral analysis. The stronger answers will stress themes and factors. In addition presidential policies, such as that of Jefferson or Polk, there should be some analysis of other factors such as the economic 'pull' forces at work: the desire to acquire land or access to various resources such as gold and silver. In addition, stronger answers will touch on the importance of the railroad, the defeat of native Americans and the various negative 'push' factors such as persecution and poverty that were prompting people to move away from the east.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as 'manifest destiny' and or 'rolling frontier', enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Stronger answers will see the complex interplay of factors and grasp that to a certain extent this process was beyond presidential control, although key political developments that came from Washington, such as the Homestead Act, were very important.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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12 'A determined effort to destroy a culture.' Discuss this view of US government policies towards Native Americans in the nineteenth century.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – it is not about whether the culture was destroyed but whether the US government actively sought to achieve that end. This will require an awareness of the changing nature of policy in the course of the nineteenth century. Certain key presidencies, such as that of Jackson, will require more attention than others. Strong candidates will demonstrate this ability to select the important and leave out the less relevant. Also important is an awareness of other factors leading to the destruction. These will include the rush for land and minerals, the growth of the railways, the breakdown of agreements and the general culture clash between nomadic tribes and settling whites. Long chronological narratives should be avoided as there is almost too much detail: a thematic or factoral approach is best, although the analysis might well proceed in chronological order.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as culture, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Perhaps the key area in which a difference of interpretation might be found is in the idea of governmental intent. It might be argued that even aggressive presidents such as Jackson did not wish to destroy Indian culture but rather to relocate it. Other more structural economic factors undermined each new arrangement and here the intention of the government is open to debate. The stronger answers will arrive at an answer which allows the complexity of the past to be understood. However, final conclusions, given the scope of time, may need to be quite broad brush and look to sum up the direction of US policy on balance.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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13 How far did the high levels of immigration into the United States between 1840 and 1920 lead to social conflict?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – in order to assess whether there was 'surprisingly little ethnic conflict' it is necessary to establish that immigration levels were high and this probably requires statistical evidence and some reference to the different groups coming into America, such as Irish, Italians, Germans, Czechs Poles and so forth. Awareness of shifts in the patterns of immigration during this period might help refine the analysis. A broad brush approach will be necessary, rather than a chronological narrative, given the lengthy time frame. In order to test the assertion it will also be necessary to explore some of the racial tension and particular incidents of this period. Strong candidates will therefore be able to debate the assertion by pointing to outbreaks of violence – this may include reference to strikes with significant ethnic dimensions such as the Haymarket riot – and also the formation of anti-immigrant groups such as the American Protestant Association or the Asiatic Exclusion Society. Final judgement might involve a comparison with the high levels of persecution of Jews and other groups in parts of Europe.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as ethnicity, assimilation and racial tension. This will enable candidates to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Clearly interpretations of this question will rely heavily on the particular pieces of evidence selected but the stronger answers will explore both sides of the question and arrive at a well supported conclusion.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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14 'The role of women within American society remained restricted and largely domestic in the half century before World War One.' How valid is this judgement?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required stronger candidates will be able to bring evidence forward to explore both sides of the question and then arrive at a judgement which is subtle enough to allow for the variety of women's experience. Given the length of the time frame and the broad nature of the question, chronological narratives should be avoided. Statistics may be useful in supporting the view that the majority of women were restricted to the domestic sphere. For example, in 1870 only 13% of women worked outside the home. However, it should be explained that women's experience varied according to class and race. Many working class women worked in other people's homes – a fact which perhaps complicates the concept of 'domestic' – as maids and servants. The rise of industrialisation in this period saw many women relinquish domestic service for factory work. Towards the end of the century women also began to find employment in clerical work. In addition to this there were women who forged political careers, such as Elizabeth Stanton in the suffrage movement. Evidently, the set of exceptions to the domestic rule should allow for a complex picture to be constructed.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as patriarchy and the relationships between class, race and gender, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Although the majority of women did inhabit the domestic sphere, there is room for arguments which stress that this situation was changing quite rapidly. It might be argued that the assertion implies a static situation and that this was not the case. However, candidates who wish to stress the persistence of what might be termed traditional values may well achieve high marks, if they have shown awareness of some areas of change as well.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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15 How useful are the American novels of the nineteenth century as sources for historians of the United States?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required – the issue is the utility of the novel which means that the stronger answers will see some of the limitations of the form as a source, as well as its enlightening aspect. Given that the question is asking about the American novel broadly, it will be expected that the better answers will refer to more than one novel, although it may be that one author receives the most attention. The range of authors that might be referred to is of course large, but the most likely would be Mark Twain, Henry James, James Fenimore Cooper, Nathaniel Hawthorne and Edith Wharton. Such authors shed light on many aspects of American life, from the culture of the South to the nature of frontier and America's relationship with Europe, particularly in terms of class. The stronger answers will draw out these meanings and yet also note the shortcomings of the novel as a source for historians.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as the utility of fiction as a historical source and the deeper questions around the idea of truth. This will enable candidates to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arrive at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. This area of History is open to all manner of interpretations but the more able candidates will range widely and see some of the difficulties in using the novel to supply information about the American experience.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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16 Is it possible to identify a distinctively American set of values emerging within nineteenth-century American Society?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: it is a very broad question and the stronger answers will range widely but support assertions with details. Chronological narratives are not appropriate as the question is best considered by breaking the concept of American Society into sub-groups. It is likely that the stronger answers will focus on a notion of 'traditional' values, which would include the idea of Puritan belief in hard work, self help, strict morality and the family as the basis of society. Beyond this the picture can be made more complex by looking at perceived challenges to these values brought about by developments such as the influx of non-protestant immigrants, the Great Migration of African American as part of urbanisation, the rise of industrialisation, the demands for women's rights and the multiple anxieties that had formed around what might be loosely termed 'modernity' by the end of the century.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as the 'Puritan or Protestant work ethic' and the idea of 'perceived threats' to a way of life or culture. Other notions such as whether a society is homogeneous or heterogeneous might be useful. It is vital that candidates present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arrive at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. As this is a thematic question it is possible that candidates will arrive at different judgement but the stronger answers will range widely, support arguments with detail and arrive at conclusion that relates sharply to the precise question.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 4: 1865–1914

17 To what extent did the political and social position of African Americans improve within the United States between 1865 and 1896?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: it requires a grasp of both the eras of Reconstruction and Redemption but it also requires some attention to the distinction between 'political', which would encompass legal and constitutional, and 'social', which implies areas such as employment, housing and educational opportunities and so forth. Chronological narratives are not appropriate but the analysis can be structured along chronological lines. Content is likely to focus first on the advances made in the era of Reconstruction, such as the amendments to the constitution, the work of the Freedman's bureau and the subsequent progress made. However, the backlash in the era of Redemption will need attention, particularly the rise of Jim Crow laws and the eventual emergence of the 'separate but equal' doctrine. The harshness of that period, given the prevalence of lynching will make conclusions difficult. The stronger answers will allow for the complex and contradictory nature of the historical situation by 1896.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as the distinction between political rights and social conventions. It may be that the difference between *de jure* and *de facto* segregation is useful. The idea of Revolution and Counter Revolution may also help the analysis of Reconstruction and Redemption. It is vital that candidates present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arrive at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Stronger answers will avoid the temptation to cast this topic into a whig interpretative framework and see this period as essentially steps on the road to Dr King's inevitable triumph. The oppressive nature of the Jim Crow South and socio-economic precariousness of the post emancipation experience will be acknowledged by stronger candidates, even if the final conclusion is relatively positive.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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18 How successful was the trade union movement within the United States in the years 1880 to 1914?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: the aims of the trade union movement will need to be outlined in order to assess whether it was successful. However, this is complicated by the fact that there was not a monolithic movement but instead a division emerged between the relatively nonpolitical AFL organisation and after 1905 the extremely radical, anarcho-syndicalist IWW (Wobblies) union. In addition, to that problem, there is also the fact that certain unions such as the coalminers' UMWA would act independently. The stronger answers will encompass the diversity of union approaches. Content may be structured in a chronological fashion but analysis should keep the demands of the question under review throughout. The successes of the trade unions might include the Coal Strike of 1902 and the outcome of the Lawrence Textile Strike of 1912 and also the Clayton Anti-Trust Act of 1914 which recognised trade unions' rights to exist and to strike. Failures of the movement would include the Pullman Strike of 1893, the decisions of the Supreme Court against unions and finally the inability of the IWW in particular to organise a mass movement capable of achieving its radical aim of overthrowing capitalism. The splits within the union movement may also be seen as fatal weakness.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as the distinction between moderate trade unionism which focuses on wages and conditions and the anarcho-syndicalist approach, which seeks the abolition of capitalism. The tension between a right to strike and a right to sue unions for restraint of trade also needs to be understood. It is vital that candidates present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arrive at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Interpretations will probably stress the relative lack of success of the Trade Union movement but this might be contested by stressing the strengths of the forces against it: the power of big business, the bias of the courts and the brutality of troops used to break up strikes. Stronger answers will show awareness that different interpretations are possible.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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19 How is the rise of the Populist movement best explained?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: the stronger answers will require a multi-factoral approach but should arrive at a synthesis involving a hierarchy of factors rather than just a list. A narrative of events should be avoided but the analysis may be set out in a chronological fashion. Content is likely to focus upon economic problems faced by farmers and their growing sense of resentment about the government's apparent preference for big business, especially the rail companies, as opposed to agriculture. The credit squeeze of the 1880s and the depression of the 1890s are important along with the government's commitment to deflation and the gold standard. These policies, which kept farm prices low, were perceived as crucifying farmers on a 'cross of gold'. Other factors such as the rise of the Granger and Greenback movements and the emergence of a distinctively American egalitarianism, would distinguish the stronger answer.

AO2 – be able to demonstrate an understanding and awareness of historical and economic concepts, such as deflation and protectionism. Also important here is the ideology of Populism which was a complex mix of homespun belief in the ordinary folk with a mixture of 'hayseed socialism', criticising industrial capitalism. It is vital that candidates present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arrive at a well considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Interpretations are likely to focus on economic factors but there is room for much variation in terms of where the emphasis is placed. The stronger answers will explain the connections between factors.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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20 Account for the rise of an expansionist approach to American foreign policy between 1890 and 1912.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: the stronger answers will require a multi-factoral approach but should arrive at a synthesis involving a hierarchy of factors rather than just a list. A narrative of events should be avoided but the analysis may be set out in a chronological fashion. The factors involved include the following: the end of frontier; the demand for raw materials and markets; rivalry with European imperial powers; the importance of naval power and need for naval bases; the 'civilising mission'; social darwinist beliefs; the influence of the yellow press and the role of key individuals such as Teddy Roosevelt. Examples of expansionism must be used to support the analysis, such as the acquisition of Puerto Rico, Guam and the Philippines, but the stronger answers will focus on developing a synthesis of factors, showing connections between the various forces at work and arriving at a hierarchy of factors, rather than putting forward a list.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as imperialism, and its supporting ideological elements such as the 'civilising mission' and social darwinist attitudes. The 'end of frontier' also requires some explanation. It is vital that candidates present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arrive at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Interpretations will vary in terms of the placing of emphasis but the stronger answers will convey the complex nature of the history.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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21 'Theodore Roosevelt's reputation as a great president is based more on his personality than his policies'. Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: it is likely that greatness will be judged in terms of achievements but stronger answers may well address the question of what constitutes a great president. A narrative of events should be avoided but the analysis may be set out in a chronological fashion. Content is likely to be divided between domestic and foreign policies. The former category will include the idea of a 'square deal' and the attempt by Roosevelt to put himself forward as sympathetic to the interest of labour and opposed to the excessive power of trusts. Foreign policy should include a reference to the Roosevelt corollary, the Panama Canal, the expansion of the navy and Great White Fleet. Stronger answers will explore Roosevelt's general approach, his brand of imperialist ideology, his background and possibly the later stage of his career, such as his decision to run in the 1912 presidential election. Conclusions will be sharply related to the precise question.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as 'Roosevelt's corollary' and the ideology behind the so-called 'square deal'. Greatness is a very elusive concept but the stronger answers show a willingness to analyse this concept. It is vital that candidates present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arrive at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Interpretations will tend to focus upon his achievements but it is possible to argue that Roosevelt's achievements were more of a triumph of style over substance. The stronger answers will at least explore negative and positive interpretations before arriving at a well thought out conclusion.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 5: 1914–1953

22 'The United States entered the First World War in order to safeguard democracy.' How valid is this judgement?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: it is important that the proposition is discussed both in terms of a supporting analysis and a critique. A narrative approach is to be avoided although close awareness of the shifting situation between 1914 and 1917 is necessary. Content is likely to focus on a number of prompting events but it is important that the idea of safeguarding democracy is given a significant amount of space. Beyond that, the following points are relevant: the sinking of the Lusitania; the return to unrestricted U-Boat warfare; the Zimmermann telegram; the need to protect US investments; cultural ties between Britain and America and possibly also the impact of the first Russian Revolution on America's attitudes towards Russia. Wilson's rhetoric will also provide useful material. Conclusions will build a synthesis of factors whilst keeping the proposition under scrutiny and arriving at an answer which relates sharply to the wording of the question.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as democracy – in particular how far there was a clear difference between the alliances in terms of their relative democratic natures. The idea of cultural ties might also be explored. It is vital that candidates present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arrive at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Interpretations will tend to see the reasons for US entry into the war as related to not just one factor but many. However, the stronger answers will address the notion of how far the powers involved were democratic. There is a case for saying that democracy was being used to provide a moral pretext for a war which was about more basic interests. Stronger answers will at least touch upon this sort of interpretation, even if ultimately rejecting it.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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23 How accurate is the claim that American society underwent a crisis of moral values during the 1920s?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: it is important to outline the idea that traditional values – which require some definition, were thought by some to be under threat. The elements of the threat should include reference to some of the following: the emergence of the 'flapper' – seen as a rebellion against the traditional roles expected of women; the influence of Jazz and dance as catalysts for perceived decadence and hedonism amongst the young; the rise of gangsters; the failure of Prohibition; easy credit and conspicuous expenditure; anxieties about race riots and red scares and the fear of the corrosive influence of cinema and radio. All of these points, and more, should allow the stronger students to develop an idea of a moral crisis. However, it is also necessary to develop an alternative critique in which these developments might be seen as rather exaggerated and not typical of American society generally. Conclusions must find a way to strike a balance and yet put forward a well thought out answer to the precise question.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as decadence, moral panics and the difference between elite culture and society as a whole. It is vital that candidates present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arrive at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. The novels of F Scott Fitzgerald may be regarded as useful source material although the question how far they record the experience of America as a whole is open to debate. The stronger answers will explore the idea of a crisis of moral values.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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24 How is the onset of the Great Depression in the 1930s best explained?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: although the depression clearly had multiple causes, this question demands that a hierarchy of causes is established and that an effort is made to establish the overriding cause. A narrative approach should be avoided but a close understanding of changes between 1927 and 1929 would be helpful. The factors involved should include some of the following: excessive speculation; under consumption and over production; the impact of tariff wars; structural problems in the world economy; failure of European powers to pay full reparations; irresponsible government policies which encouraged speculation, such as low capital gains tax and the decentralised nature of the US banking system. Stronger answers will develop an argument that supports the idea that one particular area was the dominant problem, whilst acknowledging that it was a complex period of interacting difficulties.

AO2 – be able to demonstrate an understanding and awareness of historical and economic concepts, such as under-consumption and over-production, protectionism and under regulation of business and banking. It is vital that candidates present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arrive at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Interpretations may vary considerably but the stronger answers will avoid the temptation to produce a list of factors and instead build up a thesis which, whilst allowing for complexity, nevertheless arrives at a well supported answer to the question.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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25 How convincing is the argument that the Cold War did not begin until 1947?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: a detailed understanding of the last few years of the war and afterwards will be needed in order to ascertain how far the relationship between the superpowers had deteriorated. The Tehran Conference and Stalin's anxieties about the Second Front might be seen as departure points, although it would be valid to argue that tensions in the relationship went back to the Revolution itself. The use of the bomb and problems in Berlin after the war should be addressed. Churchill's 'iron curtain' speech and Kennan's long telegram are also likely to be in the stronger answers. The fact that crucial ideological statements – such as that outlined in the Truman Doctrine speech of 1947 – had not been made by 1946 is also relevant. Conclusions should relate sharply to the precise words of the question.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as ideological struggle and spheres of influence. The Truman Doctrine also requires a clear understanding, if only because it represented a very significant turning point in US foreign policy. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. For example, it might be argued that it was not until the Truman Doctrine of 1947 or the struggle over Berlin in 1948 that the Cold War can be said to have begun. This can be countered and stronger answers will show awareness of the way in which different interpretations can be advanced.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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26 How is the rise of 'McCarthyism' best explained?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: a multi-factoral approach will clearly be required but the stronger answers will develop a hierarchy of reasons rather than just provide an equally weighted list. Simple chronological narratives should be avoided but analysis may well proceed in chronological order. The factors involved are likely to be most of the following: the changing foreign policy situation which provided the necessary context – here the Berlin Blockade, the Chinese revolution, the Russian bomb and the war in Korea are all important. In addition to that, the activities of the FBI are also important in generating fear of an internal red threat. Truman's administration also played a part in its rhetoric in stoking these anxieties. The role of the press is also important. Lastly, the personality, egotism and ambition of McCarthy will require assessment. Stronger answers will develop a synthesis of these points that conveys the complexity of the period.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as the Red Scare, political paranoia and possibly the use of the term 'witchhunt'. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Interpretations may vary in terms of emphasis but the stronger answers will focus on the interplay between foreign and domestic issues and on the role of personal ambition. The extent to which there was some genuine cause for concern about left-wing subversion of America is also a most debatable area.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 6: 1953–2000

27 'From the end of the Korean War until 1962, the American policy of 'containment' with regard to Communism was entirely successful'. Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: clearly there is an expectation that the proposition be weighed up whilst discussing the events of this period. A chronological approach is acceptable but simple narrative should be avoided. The content is likely to include some discussion of most of the following events: the outcome of the Korean War, Eisenhower's 'new look' policies, the Hungarian Uprising, tensions between NATO and the Warsaw Pact, the Cuban Revolution and the subsequent Bay of Pigs fiasco and Missile Crisis. Other events might be included, possibly even the beginnings of the space race and the arms race. Stronger answers are likely to focus on whether the phrase 'entirely successful' can be supported.

AO2 – be able to demonstrate an understanding and awareness of historical concepts such as 'containment' which will need defining. The definition of containment will allow a judgement to be made about the level of success. 'Roll-Back' might be referred to and the idea of 'spheres of influence' could be useful. Candidates must present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. It might well be argued that although American policy was quite successful, it was not 'entirely' so. The spread of Communism to Cuba would seem to be the biggest blow to the idea of containment. However, this point might be contested. The stronger answers will focus on the aims of US 'containment' policy.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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28 How is the failure of the United States to achieve a decisive victory in the conflict in Vietnam best explained?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: clearly a multi-factoral approach is necessary. Simple chronological narratives should be avoided but analysis may well proceed in chronological order. Stronger answers will create a synthesis of factors, showing how they interrelate and arriving at a final judgement that discriminates about the weighting of the various factors. The factors involved are likely to be some of the following although the list is by no means comprehensive: the Viet Cong's knowledge of the terrain; the difficulties inherent in guerilla warfare; the losing of the battle for the 'hearts and minds' of the Vietnamese people; the anti-war movement in the US; the role of the US media; the involvement of China and the Soviet Union; the ideology of the VC, being driven by a mix of patriotic and communist zeal; the unpopularity of the South Vietnamese leaders; the excesses of US troops such as My Lai and the bombing campaigns into Cambodia; the hollow victory in the Tet Offensive and Nixon's policy of detente.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as guerrilla warfare, 'hearts and minds' and the 'counter culture'. The concept of 'mission creep' may be useful. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Interpretations may vary but many will argue that the war was lost on the home front with events like the shooting of protestors at Kent State University. This may place the emphasis on 'political will' and Nixon's particular response to the crisis. Alternatively, it would be possible to arrive at a conclusion by looking closely at the military difficulties. Stronger answers will demonstrate the complexity of the History without resorting to simply listing the problems.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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29 How accurate is the view that President Johnson's achievements on the domestic front have been underestimated?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: an informed knowledge of Johnson's 'Great Society' legislation is required. In this respect it will be important to look at the major achievements in the fields of health, education, economics, environments and poverty. The Economic Opportunity Act, Medicare and Medicaid and the Education Acts are probably the most important. Simple chronological narratives should be avoided but analysis may well proceed in chronological order. Stronger answers will explore whether Johnson's reputation has been unfairly diminished by a war which he inherited and which was not, at the beginning of his presidency, his priority.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as the meaning of the 'Great Society' and the general idea of an American welfare state. A comparative approach, for example contrasting Johnson with JFK or Nixon, might allow a wider discussion of reputations. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. This question lends itself to a revisionist answer which might seek to rehabilitate Johnson, although equally he may be seen as a president who made serious mistakes in allowing Vietnam to escalate and failing to win the debate at home. Stronger answers will capture the complexity of the situation Johnson confronted.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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30 How far does Richard Nixon deserve his reputation as a politician lacking in any principles?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: although the morality of Watergate is at the heart of the question, it should be noted that the question does not restrict itself to his presidency. His early career merits some attention – stronger candidates will mention his role in the McCarthyite 'witch hunt' for example. Simple chronological narratives should be avoided but analysis may well proceed in chronological order. In addition to Watergate, it may well be necessary to discuss his foreign policy initiatives such as the bombing of Cambodia and his detente approach. His domestic policies should also receive treatment: his backing of Operation Cointelpro, for example, might be relevant. Comparing Nixon to Kennedy might help to assess whether Nixon was unusually corrupt.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as Machiavellian and or corrupt. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Orthodox views tend to accept that Nixon was, in some degree, lacking in principles. His attempt to block the thorough investigation of the Watergate issue is probably the most obvious example of this lack. However, the essay would lend itself to a revisionist attempt to rehabilitate Nixon's reputation. It can be argued that he was a victim of liberal 'witch-hunt' and that his only crime was getting caught. The comparison with Kennedy can be very helpful. Stronger candidates will show some awareness of the two sides of the debate.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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31 'President Carter was an unfortunate President rather than an incompetent one.' How valid is this judgement?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: the difference between being unfortunate or incompetent must be fully drawn out. Simple chronological narratives should be avoided but analysis may well proceed in chronological order. In discussing whether Carter was unfortunate, students will look at the events that befell him, particularly the Iranian Revolution and hostages crisis. The attempt to rescue the hostages went badly wrong and this might be seen as ill luck from Carter's point of view. Similarly the Soviet invasion of Afghanistan was an event that he could not have foreseen and arguably most presidents could have done little to prevent it. The rising price of oil undermined his popularity at home and again this was a problem caused by factors beyond his control. Alternatively, it can be argued that presidents should be judged not by the events that happen but by their responses. As Commander-in-Chief the failure of the rescue in Tehran must be the president's fault. His response to Soviet aggression was perhaps weak – boycotting the Olympics seemed unfair on US athletes. His efforts at peace in the Middle East did not seem to help his popularity in the United States.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as 'fortune' and political skill. Stronger candidates will be aware that there is a difference between the achievements of a president and how they are perceived. Carter allowed himself to be seen as weak. The notion of an 'imperilled' rather than 'imperial presidency' might be useful. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Stronger candidates might well argue that the presidency as an institution was weakened by Watergate and the failure in Vietnam and that American public opinion was so divided that the middle ground, where Carter sought to place himself, was weak. Alternatively, it can be argued that Carter did not demonstrate much political skill in his dealings with Congress or in presenting himself to the American people.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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32 How is the popularity of President Reagan best explained?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: it will require a breadth of knowledge as well as sharp focus on the issue of popularity. Simple chronological narratives should be avoided but analysis may well proceed in chronological order. In terms of domestic policy, the main focus is likely to be on his economic policies. The tax cuts and the welfare cuts should be at the heart of the analysis but the general economic philosophy should be explained. There are several names that can be attached to his policies – Reaganism, neo-liberalism, 'trickle down' economics and so forth. In terms of foreign policy, the release of the Tehran hostages and the firm opposition to the 'evil empire' of the Soviet Union will require attention. Some of the less successful episodes, such as the Iran-Contra scandal also require attention. Stronger candidates will analyse the meaning of 'popularity' and arrive at a well thought out conclusion.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as 'neo-liberalism' and possibly even the idea of 'teflon president'. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. This question will lend itself to an analysis that says despite several problems, such as Iran-Contra and the large debt levels, Reagan was politically popular in that he won two elections. Arguably, he restored American self confidence after the traumas of Vietnam, Watergate and Tehran. However, it could also be argued that his policies were harmful to America's poorer classes and that his foreign policy was unscrupulous and very expensive. The cost of the Star Wars programme, for example, might be seen as excessive. However, he can be seen as the president who pushed the Soviet Union to breaking point. Stronger candidates will assess whether it is possible to be popular in some ways but less so in others.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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Section 7: Themes c. 1900–2000

33 How great a change was there in the role and status of women in American society between 1900 and 1945?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: a balance between change and continuity needs to be struck. Simple chronological narratives should be avoided but analysis may well proceed in chronological order. Important changes such as the nineteenth amendment which enfranchised women will require attention, although the extent to which the vote changed women's role is debatable. The rise of the flapper will require attention, as will changing employment opportunities, such as clerical work. Key individuals such as Eleanor Roosevelt might also help to suggest that some change was occurring. However, the elements of continuity should also be established. The dominant role for women by 1945 was still domestic and, despite the upheavals and opportunities brought about by the war effort, the situation after the war had changed relatively little. Strong candidates will seek to evaluate the extent of change.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as 'traditional' which will require some explanation. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. It might well be argued that despite the vote and cultural shifts of the twenties and thirties, there was very little meaningful change. It might even be argued that the rise of the cinema only helped to reinforce traditional attitudes.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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34 Why did America experience a prolonged period of economic growth between 1945 and 1970?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: clearly a number of factors will need to be identified. These will include the boom brought about by war production, the demand for US goods in post-war recovering countries and here the Marshall Plan is relevant, the growth in population, the demand for consumer goods, access to materials, the advertising and the general emergence of a consumer culture. Stronger candidates will develop an answer which synthesises various factors into an argument rather than just working through contributory factors without particular emphasis.

AO2 – be able to demonstrate an understanding and awareness of historical concepts such as supply and demand, consumerism, efficiency and competitiveness. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Stronger answers will explore the inter-play between various factors and show how this allows for different possible interpretations.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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35 How useful is the concept of the 'imperial presidency' in relation to the period 1933 to 1974?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: the term 'imperial presidency' will have to be defined. Most definitions will focus on the growth of presidential power, particularly in the field of foreign policy. The way in which post-war presidents have gone to war without congressional declarations of war is at the heart of the analysis. The Korean and Vietnam wars are probably the most relevant. Nixon's presidency, with its bombing of Cambodia and Watergate scandal might be seen as the high point of the imperial presidency. Simple chronological narratives should be avoided but analysis may well proceed in chronological order. Stronger candidates will arrive at a conclusion which relates sharply to the precise question which is about the utility of the concept.

AO2 – be able to demonstrate an understanding and awareness of historical concepts and this question has a concept at its centre. An understanding of the implications of the term is necessary. It is usually used in a negative way implying that the presidency had become over-mighty and exceeded the power ascribed to it in the constitution. It might be argued that instead the presidency, and indeed the constitution, had changed to meet the new threat posed by the Cold War. However, it should be noted that the question is not asking whether presidential power was became excessive in the period but rather whether the term is useful. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Stronger answers will focus on the precise wording of the question.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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36 How significant was the impact of modern art in the United States after 1945?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: there are many factors involved, but the stronger answers will discriminate between the relative weighting of these factors. Simple chronological narratives should be avoided but analysis may well proceed in chronological order. In terms of content, candidates should explore the impact of the Second World War on the artistic life of Europe, and on Parisian artistic and intellectual society in particular. The flight of artists and intellectuals from Europe is also very relevant. Developments within America, such as the emergence of abstract expressionism should be considered. Although many artists might be mentioned, the most important is probably Jackson Pollock as he pioneered what has been seen as an American style and was very much a home grown talent, rather than a European emigre. The context of the Cold War is also important given that art had a significant part to play in the propaganda struggles. Stronger candidates will arrive at a conclusion which relates sharply to the precise question and conveys the complexity of the history.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as 'avant garde', cultural propaganda and the ideology implicit in art. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Although most answers will probably focus on the impact of World War II and the general shift of western political, economic and cultural power to America, the context of the Cold War should be important. It can be argued that the abstract expressionism of artists like Pollock conveyed a message about American individualism, freedom of expression and virility. However, it can also be argued that some on the right of American politics saw modern art as inherently communistic. Stronger answers will explore this political dimension.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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37 How convincing is the argument that America underwent a social revolution in the 1960s?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: the 'social revolution' will have to be broken down into the various development of the period. The following events and movements will need attention: the Civil Rights protests and the Civil and Voting Rights Acts; the assassination of Martin Luther King; the emergence of The Black Panthers and the violent clashes that followed; the anti-war movement; the 'counter culture' and the radicalism of students; the polarisation of American society; the emergence of a feminism and the debates about birth control. Simple narratives should be avoided but analysis may proceed in chronological order. Stronger answers will focus on the concept of a social revolution and conclude with sharp reference to the precise question.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, such as 'social revolution' and culture. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. Stronger answers will assess whether the upheavals of this period, of which there were many, actually constitute a revolution. It might be argued that although there was a 'culture war' unfolding, very little changed, except perhaps for the success in getting Civil Rights legislation through. Alternatively, it might be argued that there was a revolution in attitudes and that society was liberalised in many ways. Stronger answers will see that the term 'social revolution' is quite ambiguous and open to interpretation.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

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38 'Despite the separation of Church and State, American politics in the twentieth century were deeply influenced by religious attitudes.' How far do you agree with this view?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required: it is a very broad question and a narrative approach is to be avoided. A chronological approach is acceptable but the stronger candidates will have the ability to select relevant issues and events. Attention to the rhetoric of US politicians will provide some evidence. Reagan's use of the term 'evil empire', for example, suggests that he saw the Cold War in loosely religious terms as a struggle between good and evil. The various 'moral crusades' of the twentieth century such as Prohibition and the McCarthyite witch-hunt were, in part, inspired by religious attitudes. However, some presidents, such as the Roman Catholic JFK, tried to avoid letting their religion be seen to affect their policies. The politics of Martin Luther King is also relevant as is the rise of the Christian Right in the 1980s. Stronger answers will display an ability to range widely whilst keeping the precise question under scrutiny.

AO2 – be able to demonstrate an understanding and awareness of historical concepts. The definition of 'religious attitudes' is likely to be important. A loose definition which allows almost any overtly moral policy to be seen as 'religious' will lead to a very different answer than if the term is tightly defined. Candidates should present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered judgement. Where appropriate, attempts to deal with historiography, critical evaluation of source material and of differing historical interpretations may enhance responses. It could be argued that most US presidents have adopted a moral rhetoric and that this, in part, derives from the influence of Christianity, but alternatively it might be argued that notions of freedom and democracy are not necessarily 'religious'. It might be argued that America's ideology in the twentieth century was often secular and liberal. Stronger answers will explore and exploit the way in which this question can be interpreted.

AO3 [not applicable to Outlines]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be penalised for specific deficiencies in spelling, punctuation and grammar. However, the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.