



# **GCSE MARKING SCHEME**

**SUMMER 2012**

**HISTORY - OUTLINE STUDY**

**THE DEVELOPMENT OF THE USA, 1929-2000**

**4284/03**

## INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

## NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on the paper as a whole. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
<b>Level 4</b>	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

## 4284/03 THE DEVELOPMENT OF THE USA, 1929-2000

## MARKING SCHEME

## Question 1(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about some women in the USA in the 1940s?** [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source  
**Award two marks** for two relevant selections from the source

The following can be credited:  
*shows that women worked in factories*  
*women contributed to the war effort*  
*women carried out specialised tasks*  
*credit references to taking on masculine jobs and gaining independence.*

## Question 1(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Describe what happened during the Watergate scandal.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer with a weak or implied point made.** [1-2]

*Eg: the arrest of intruders working for Nixon in the offices of the Democrat Party and how the investigation led to his resignation.*

**LEVEL 2** **A more detailed description with up to two accurate points made.** [3-4]

*Eg: the arrest of five members of CREEP in the Democrat Party offices, the involvement of President Nixon and his attempts at a cover-up leading to the investigation of the Senate Committee, moves to impeach the president and his resignation.*

**Question 1(c)**

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>

Question: **Use Sources B and C and your own knowledge to explain why student protest increased during the 1960s.** [6]

Use 0 for incorrect or irrelevant answers

**LEVEL 1** **Generalised answer; paraphrases the sources; lack of focus.** [1-2]

*Eg: Source B says that in the late 1950s, most young Americans approved of the government and its policies whereas Source C shows students protesting.*

**LEVEL 2** **Accurate answer which begins to address the question.** [3-4]

**Answers worth 3 marks will use the sources and own knowledge to describe the issue.**

*Eg. Source B says that opinion polls showed that most young Americans in the 1950s approved of their government and its policies whereas by the 1960s young Americans were beginning to rebel, protest and express themselves as shown by the anti-Vietnam protest march in Source C.*

**Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.**

*Eg: answers will begin to explain why young Americans began to protest in the 1960s. There will be reference to Source B of their approval of governmental policy but how, but the 1950s/60s, a generation gap had appeared and they became more rebellious and prepared to speak up against issues like Civil Rights and the war in Vietnam as shown in Source C.*

**LEVEL 3** **Answer addresses the question clearly.** [5-6]

**Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.**

**Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.**

*Eg: answers will focus more sharply on the reasons for youth protest and rebellion. There will be reference to young Americans approving of the government and its policies in Source B and how many tended to conform to society in contrast to the counter-culture which emerged in the 1950s/60s. There may be reference to the music and literature of the time, the beat movement and the influence of the hippy movement who supported the Civil Rights campaign, held marches against the war in Vietnam and staged protests on university campuses.*

**Question 1(d)**

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

Question: **How successful was the New Deal in helping the USA recover from the Great Depression of the 1930s?** [8]

Use 0 for incorrect or irrelevant answers

**LEVEL 1 Generalised answer, making few relevant points.** [1-3]

*Eg: the New Deal was successful because it helped people get work or gave money to the unemployed.*

**LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen.** [4-6]

*Eg: largely descriptive accounts of the work for some of the Alphabet Agencies in providing employment and social reform together with successes in achieving economic recovery.*

**LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained.** [5-6]

**Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.**

**Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.**

*Eg: there will be an attempt to focus on the successes of the New Deal in terms of stabilising the economy and putting the nation back to work. There may be specific reference to the achievements of agencies like the AAA, CCC and TVA. There may be some suggestion that some aspects were not successful.*

**LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question.** [7-8]

*Eg: there will be a greater attempt to explain and analyse the successes of the New Deal in restoring confidence and providing a psychological boost to the nation as part of its political, economic and social recovery. There may be reference to the principles of the New Deal and an assessment of the Alphabet Agencies. There should be reference to the counter-argument that the New Deal represented short-term thinking and that aspects of it were unconstitutional and un-American and that it was the Second World War that ultimately lifted the USA out of the Great Depression.*

**Question 2(a)**

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about the treatment of black Americans in the 1930s?** [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source  
**Award two marks** for two relevant selections from the source

The following can be credited:

*shows they had to use separate/different drinking fountains*  
*the white fountain is of better quality*  
*black Americans are referred to as coloured*  
*credit reference to segregation and Jim Crow laws.*

**Question 2(b)**

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Describe the contribution of black Americans to entertainment and the media since the 1970s.** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer with a weak or implied point made.** [1-2]

*Eg: black Americans have been successful in music (Michael Jackson) and in films (Eddie Murphy).*

**LEVEL 2** **A more detailed description with up to two accurate points made.** [3-4]

*Eg: black Americans have been hugely successful and have contributed to breaking down racial barriers. In music, Tamla Motown became a world wide record label and Michael Jackson's Thriller remains the best selling album of all time. Hip hop and rap developed in the 1980s, highlighting the position of black Americans. Actors have won Oscars and Oprah Winfrey with her hugely popular T.V. show became a role model for black American women.*

**Question 2(c)**

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>

Question: **Use Sources B and C and your own knowledge to explain why the treatment of black Americans on public transport had changed by the end of the 1950s.** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; paraphrases the sources; lack of focus.** [1-2]

*Eg: Source B says that Black Americans could not sit in the front rows of the bus and had to give up their seats to white passengers if the bus became full whereas in Source C it shows that things have changed with the "whites only" sign being taken down.*

**LEVEL 2 Accurate answer which begins to address the question.** [3-4]

**Answers worth 3 marks will use the sources and own knowledge to describe the issue.**

*Eg: Source B shows that there were restrictions for black passengers because of the segregation laws whereas Source C shows that the law had changed allowing black and white passengers to ride on the buses together.*

**Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.**

*Eg: answers will begin to explain why the treatment of black Americans on public transport had changed. Source B describes the restrictions for black passengers because of segregation laws in the state of Alabama whereas Source C shows that the law had changed as a result of the stand made by Rosa Parks, the contribution of MLK and the success of the Montgomery Bus Boycott.*

**LEVEL 3 Answer addresses the question clearly.** [5-6]

**Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.**

**Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.**

*Eg: answers will focus more sharply on the reasons for change. Source B describes the restrictions on buses for black passengers as a result of the segregation laws of Alabama. However, due to the efforts of people like Parks and King and the involvement of the NAACP and the Montgomery Improvement Association the year long bus boycott was a victory and led to the Supreme Court ruling that segregation on buses was unconstitutional.*

**Question 2(d)**

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

Question: **How important was the issue of education in the Civil Rights Movement?** [8]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer, making few relevant points.** [1-2]

*Eg: education was important because black Americans wanted equality in schools.*

**LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen.** [3-4]

*Eg: largely descriptive accounts of the issue of education which may refer to the case of Brown vs Topeka and events at Little Rock which highlighted the unfairness of the system in the south and how change came about.*

**LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained.** [5-6]

**Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.**

**Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.**

*Eg: there will be an attempt to explain the importance of education with reference to the landmark cases of Brown vs Topeka which, with the help of the NAACP, scored a victory and to the case of the Little Rock Nine which gained presidential support. There may be reference to how the cases raised awareness within the USA and across the world and how they highlighted the unfairness of segregated education.*

**LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question.** [7-8]

*Eg: there will be a greater attempt to explain and analyse the importance of education to the Civil Rights Movement. There should be a focus on the Brown/Topeka case which resulted in the declaration of the Chief Justice that segregation in education was illegal and unconstitutional. There may be reference to the Little Rock Nine and to James Meredith and how they gained presidential attention and how they highlighted the unfairness of segregated education. This provided the catalyst for change and ensured that the issue could not be ignored. There may be reference to the importance of education as a means of improving economic, and ultimately, political status.*



**Question 3(a)**

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
<b>2</b>			<b>2</b>

Question: **What does Source A show you about American foreign policy in the early 1930s?** [2]

Use 0 for incorrect or irrelevant answers.

**Award one mark** for one relevant selection from the source  
**Award two marks** for two relevant selections from the source

The following can be credited:

*shows that getting involved/entangled in foreign affairs was dangerous*  
*shows that the US should avoid (joining) the League of Nations*  
*shows that the US should avoid foreign treaties with Britain and France*  
*credit references to isolationism*

**Question 3(b)**

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
<b>4</b>	<b>2</b>	<b>2</b>	

Question: **Describe the policy of détente in the 1970s** [4]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Generalised answer with a weak or implied point made.** [1-2]

*Eg: reference to improved relations between the USA and the USSR*

**LEVEL 2** **A more detailed description with up to two accurate points made.** [3-4]

*Eg: reference to the reduction in tension between the USA and the USSR with mention of SALT 1 and to the Helsinki Agreements. There may be reference to improved Sino-American relations in the period.*

**Question 3(c)**

Target:	Recall and deployment of knowledge; explanation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>6</b>	<b>2</b>	<b>3</b>	<b>1</b>

Question: **Use Sources B and C and your own knowledge to explain why relations between the USA and the USSR had changed by the mid 1950s.** [6]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer; paraphrases the sources; lack of focus.** [1-2]

*Eg: Source B shows American and Russian soldiers greeting each other as friends in 1945 whereas Source C says that they had become bitter enemies by the 1950s.*

**LEVEL 2 Accurate answer begins to address the question:** [3-4]

**Answers worth 3 marks will use the sources and own knowledge to describe the issue.**

*Eg: Source B shows that the American and Russian soldiers fought together against Germany during the Second World War but in Source C it says that they could not work together and they became bitter enemies in the 1950s during the Cold War.*

**Answers worth 4 marks will use the sources and own knowledge to try to focus on the concept of change or improvement.**

*Eg: answers will begin to explain why relations between America and Russia changed. Source B shows that they were allied in the war with Germany but the two emerged as superpower rivals after the war and became distrustful of each other as Source C says. They differed because the USA was capitalist and the USSR was communist and they became enemies during the Cold War.*

**LEVEL 3 Answer addresses the question clearly.** [5-6]

**Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to explain the concept of change or improvement. Reference to sources here may be implicit.**

**Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.**

*Eg: answers will focus more sharply on the reasons why relations between the two changed. Source B shows the Americans and Russians united in the war against Germany but that after the war the two superpowers had vastly different political ideologies and became bitter enemies as Source C shows. There should be reference to Cold War relations after 1945 and to the USA's concern over Soviet expansion in Eastern Europe. There may be mention of the Truman Doctrine and the need to contain communism and to build up of weapons and the formation of military alliances.*

**Question 3(d)**

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts		
Mark allocation:	AO1	AO2	AO3
<b>8</b>	<b>4</b>	<b>4</b>	

**Question: Why was the Vietnam War significant to American foreign policy? [8]**

Use 0 for incorrect or irrelevant answers.

**LEVEL 1 Generalised answer, making few relevant points. [1-2]**

*Eg: the USA lost the war and did not want to get involved in other conflicts.*

**LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]**

*Eg: largely descriptive accounts of the results of the war in terms of defeat and the realisation that even with vast military reserves, the USA could not stop the spread of communism in S.E. Asia.*

**LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5-6]**

**Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.**

**Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.**

*Eg: there will be an attempt to explain the significance of defeat in the war and that the policy of containment in S.E. Asia had failed. Bombing of Laos and Cambodia strengthened support for communism and by 1975 both had communist governments - US policy had actually advanced the domino effect. This led to a re-think on foreign policy and the US sought to improve relations with the USSR and China. Some candidates may attempt to explain the importance of the Vietnam War in terms of initial support and the need to contain communism and stop the domino theory. There may be reference to how and why the war changed popular opinion and that defeat led to a change in direction for US foreign policy.*

**LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7-8]**

*Eg: there will be a greater attempt to explain and analyse the military and political significance of the Vietnam War. The USA with its vastly superior military strength could not defeat the Vietcong and the policy of containment was in shatters, worsened by the establishment of communist governments in Laos and Cambodia. There should be of how the USA had to consider different diplomatic strategies that had consequences for the Cold Soviet Union. There may be reference to the Nixon Doctrine and the unwillingness to be drawn into other conflicts. This policy was continued by Carter but reversed by Reagan.*

#### Question 4

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

**Question:**      **How far did American society change between 1929 and 2000?**      **[10]**

Use 0 for incorrect or irrelevant answer.

**LEVEL 1**      **Brief, generalised, vague answers.**      **[1-2]**

**The Level 1 descriptor for quality of written communication may be considered here.**

*Eg: candidates may refer to a period of great change when Americans became rich*

**LEVEL 2**      **Apply the following framework:**      **[3-5]**

**Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change.**

**Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change.**

**The Level 2 descriptor for quality of written communication may be considered here.**

*Eg: candidates will focus on one period e.g. the 1930s with reference to depression and the New Deal or they will provide a poor outline of change throughout the period.*

**LEVEL 3**      **Apply the following framework:**      **[6-8]**

**Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.**

**Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.**

**The Level 3 descriptor for quality of written communication may be considered here.**

*Eg: candidates may focus on the impact of change in the USA on various groups, including women, black Americans, young people, minority groups and different social classes using a good chronological framework. They may cover the Depression and the New Deal, the Second World War, post-war prosperity, Kennedy's New Frontier, Johnson's Great Society, changes in popular culture in the 1950s and 1960s and the policies of Nixon, Bush Snr, Clinton and Reagan. There may be some attempt to differentiate between the experiences of the different social classes.*

**LEVEL 4**      **An effective overview of the changes with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage.** **[9-10]**

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: candidates will provide good chronological accounts of the development of the USA across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the most significant political, economic and social changes, and differentiate more effectively between the impact of these changes on different groups of Americans. Candidates may comment on the contrast between urban and rural America, the varying impact of change on different racial groups, the contrast between North and South and between different social classes.*

## Question 5

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

Question: **How far did the lives of black Americans change between 1929 and 2000?** [10]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Brief, generalised, vague answers.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

*Eg: candidates may refer to the lives of black Americans getting better*

**LEVEL 2** **Apply the following framework:** [3-5]

**Award 3/4 marks for a couple of related facts; superficial coverage; weak reference to issue of change.**

**Award 5 marks for reliance on scaffold only; partial coverage; a patchy overall outline; some reference to change.**

The Level 2 descriptor for quality of written communication may be considered here.

*Eg: candidates may focus on the development of the race issue in one period e.g. the Civil Rights Movement of the 1950s/1960s or they will provide a poor outline across the period.*

**LEVEL 3** **Apply the following framework:** [6-8]

**Award 6 marks for answer with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.**

**Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.**

The Level 3 descriptor for quality of written communication may be considered here.

*Eg: candidates may focus on the development of black Americans across the period by reference to the impact of the Depression, the racism of the KKK, the role of the N.A.A.C.P., the contribution of black Americans during World War II, the development of the CRM and seminal moments, including the Montgomery Bus Boycott and challenges to the constitution via education, MLK, the development of Black Power, change to the constitution and political and economic success of black Americans in the 1970s and 1980s. This will be set against the problem of ghettos and the marginalization of a black urban underclass. There should be some attempt to comment on the varied experiences of different groups of black people or the uneven pace of change in different periods.*

**LEVEL 4**      **An effective overview of the changes with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage.** **[9-10]**

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: candidates will provide a sound chronological framework of the period, as in Level 3, but with greater detail and depth. There will be clear differentiation between the varied experiences of different groups of black Americans - middle and working class, male and female, urban and rural, northern and southern. There will be an appreciation that development was not equal to whites for much of the period and that the pace of change was more accelerated after 1945.*

## Question 6

Target:	Recall and deployment of knowledge; analysis and evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
<b>10</b>	<b>4</b>	<b>6</b>	

Question: **How far did the USA's role in world affairs develop between 1929 and 2000?** [10]

Use 0 for incorrect or irrelevant answers.

**LEVEL 1** **Brief, generalised, vague answers.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

*Eg: candidates may refer to America as a major military power and always important in world affairs*

**LEVEL 2** **Apply the following framework:** [3-5]

**Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change.**

**Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to change.**

The Level 2 descriptor for quality of written communication may be considered here.

*Eg: candidates may focus on one period e.g. the Cold War or they will provide a poor outline of foreign policy across the period.*

**LEVEL 3** **Apply the following framework:** [6-8]

**Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change.**

**Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change.**

The Level 3 descriptor for quality of written communication may be considered here.

*Eg: candidates may focus on US isolationism in the 1930s, the growing threat of Japan and entry into World War II, America's contribution to victory, the emergence as a superpower after 1945, interventionism and containment, Cold War tensions, détente and relations with China, influence in the Middle East, the response to the Soviet invasion of Afghanistan, Reagan and Star Wars, US involvement in the collapse of the Soviet Union and involvement in Iran, Iraq and the Gulf War. There will be hints of an appreciation of shifts in US foreign policy across the period and variations in the USA's world importance.*



**LEVEL 4**      **An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage**      **[9-10]**

**The Level 4 descriptor for quality of written communication may be considered here.**

*Eg: candidates will provide a sound chronological framework of US foreign policy across the period, as in Level 3, but with greater detail and depth. They will comment on shifts in foreign policy and the varying importance of the USA in world affairs across the period. They will focus on the importance of World War II in re-orientating American foreign policy and turning her into a nuclear superpower together with the shift from isolationism to interventionism and containment. They will recognise the change from deterrence to détente and the way in which US relations improved with some countries and deteriorated with others at different times e.g. China and the Soviet Union.*