



GCSE MARKING SCHEME

SUMMER 2016

**HISTORY - OUTLINE STUDY
THE DEVELOPMENT OF THE USA, 1930-2000
4373/03**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are the questions in Section B. 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:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
Level 3	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
Level 4	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

PAPER 4373/03

UNIT 3: OUTLINE STUDY

THE DEVELOPMENT OF THE USA, 1930-2000

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Outline the main forms of opposition to the New Deal.** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: Answers will say that the New Deal did too much/did not do enough.

LEVEL 2 **A more detailed and accurate description.** [2-3]

Eg: Answers will refer to arguments that the rich were subsidising the poor and to individuals like Long, Coughlin and Townsend that the New Deal did not do enough for certain groups.

LEVEL 3 **A fully detailed and accurate description.** [4-5]

Eg: Answers will refer to opposition from individuals; political opposition which argued that the New Deal was un-American and infringed on personal liberty and to some judges in the Supreme Court who argued that it was unconstitutional.

Question 1 (b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why the political position of Nixon had changed by 1974.** [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

Eg: Source A shows Nixon as the man of the moment easily winning the election of 1972 taking 49 states whereas Source B shows him resigning as president two years later.

LEVEL 2 **Accurate answer which begins to address the question.** [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows Nixon's popularity in the early 1970s and his landslide victory in the 1972 election whereas Source B shows that he was forced to resign before he was sacked. This happened because of his involvement in the Watergate Scandal.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that Nixon's policies were well received and he was comfortably re-elected in 1972 in a landslide victory despite allegations that he had been involved in a cover up over the Watergate 'burglary' whereas Source B shows him resigning. Answers will begin to explain that after the Watergate scandal broke and after investigation he was facing impeachment and resigned the presidency.

LEVEL 3 **Answer addresses the question clearly.** [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the surety that Nixon was on track to be re-elected as is clearly shown by Source A but still saw the need to use any means necessary and set up CREEP. There should be mention of the break in at the Watergate offices, the investigation and Nixon's denial of a cover up, the Senate hearings, controversy surrounding the White House tapes, moves to impeach the president leading to his resignation as is shown in Source B.

Question 1 (c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **How far did the role of women change in the USA between 1945 and 2000?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, with weak or implied points made.** [1-2]

Eg: There will be reference to how some women changed their lifestyles and pursued careers.

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

Eg: Answers may be confined to largely descriptive accounts of how some women made gains during the war and how in the 1960s some joined feminist groups to campaign for increased opportunities and more equality.

LEVEL 3 **More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained.** [5-6]

Eg: Answers may tend to describe the war as being significant in changing the attitudes of many women as they contributed to the war effort and gained a taste of independence. There will be a more direct attempt to analyse why some women joined the Women's Liberation Movement and actively challenged discrimination; the influence of writers like Betty Friedan and the rejection of the view that a woman's lot was to be a homemaker; reference to legislation to increase the personal and political rights of women.

LEVEL 4 **Detailed and accurate analysis of key issue providing a fully substantiated explanation.** [7-8]

Eg: Answers should focus on the strides made during the war but how for many women the 1950s saw them revert back to more domestic roles; how some middle class women began to challenge their traditional role in the 1950s and seek increased educational opportunities in order to pursue careers. There may be reference to changing attitudes in the 1960s with Friedan's 'Feminine Mystique' and to radical groups like NOW who challenged discrimination; legislation to improve the rights of women and to political progress.

QUESTION 2

Question 2 (a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the position of black Americans in the 1930s.** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: Answers will say that black Americans had separate facilities in the south and were racially abused.

LEVEL 2 **A more detailed and accurate description.** [2-3]

Eg: Answers will refer to the Jim Crow law; activities of the KKK; the denial of political rights and the lack of educational opportunities.

LEVEL 3 **A fully detailed and accurate description.** [4-5]

Eg: Answers will refer to segregation and the lack of opportunities; how the Depression hit them hardest; exploitation of sharecroppers; positive and negative impact of the New Deal; migration to the west and north.

Question 2 (b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why the treatment of black Americans on public transport had changed by December 1956.** [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

Eg: Source A shows 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 Source B shows by December 1956 black and white Americans could sit together on buses.

LEVEL 2 **Accurate answer which begins to address the question.** [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows the restrictions for black Americans because of segregation laws in the south whereas Source B shows that by 1956 buses were now integrated. This happened as a result of the Montgomery Bus Boycott.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that the buses in Alabama were segregated and there were restrictions on where black Americans could sit whereas Source B shows that the law had changed and the buses were now integrated and black Americans could sit where they pleased. Answers will begin to explain why things changed as a result of the stand by Rosa Parks, the contribution of Martin Luther King and the success of the Montgomery Bus Boycott.

LEVEL 3 **Answer addresses the question clearly.** [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the segregation laws in Alabama in the south as is shown by Source A and the how the buses had been integrated by December 1956 in Source B. Answers at this level will refer to Parks and King; the involvement of the NAACP and efforts of the MIA during the boycott; how the event drew press coverage and wide attention leading to the ruling of the Supreme Court that segregation was unconstitutional.

Question 2 (c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

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

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, with weak or implied points made.** [1-2]

Eg: There will be reference to education being important because black Americans wanted equality in schools.

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

Eg: Answers may be confined to 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 of key issue with a clear attempt at explanation, not fully sustained.** [5-6]

Eg: Answers may tend to describe the issue but there will be a more direct attempt to analyse 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 of key issue providing a fully substantiated explanation.** [7-8]

Eg: Answers should 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 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

Question 3 (a)

Target:	Recall and deployment of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe some of the fighting methods used by US troops in Vietnam.** **[5]**

Use 0 for incorrect or irrelevant answers.

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

Eg: Answers will refer to bombings and the use of chemicals.

LEVEL 2 **A more detailed and accurate description.** **[2-3]**

Eg: Answers will refer to Operation Rolling Thunder and to the use of napalm and defoliants.

LEVEL 3 **A fully detailed and accurate description.** **[4-5]**

Eg: Answers will refer to Operation Rolling Thunder and the use of B52 bombers, helicopters and rocket launchers as part of a modern, hi-tech war, Search and Destroy tactics and “zippo raids” and the use of chemical warfare.

Question 3 (b)

Target:	Recall and deployment of knowledge; explanation of key concept; use of source material		
Mark allocation:	AO1	AO2	AO3
7	2	3	2

Question: **Explain why relations between the USA and the USSR had improved between 1962 and 1963.** [7]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lacks focus on the set issue.** [1-2]

Eg: Source A shows that Kennedy was ready for a showdown with the Soviet Union over Cuba whereas Source B shows the friendlier relations and the signing of treaties.

LEVEL 2 **Accurate answer which begins to address the question.** [3-5]

Answers worth 3 marks will use the sources and their own knowledge to mostly describe the set issue.

Eg: Source A shows that there was a Soviet missile site on Cuba which threatened the USA and that Kennedy was prepared to take strong action and was ready for a showdown whereas Source B shows better relations between the two. This happened because the world had come close to nuclear war during the Cuban Missile Crisis.

Answers worth 4 or 5 marks will use the sources and their own knowledge to begin to focus on the concept of change or development. (For 4 marks candidates will begin to focus on the concept of change; for 5 marks candidates will focus more clearly on the concept of change).

Eg: Source A shows that Kennedy blockaded Cuba to prevent Soviet missiles arriving there which would have posed a nuclear threat to the US and was prepared to attack them whereas Source B shows the two powers seeking better relations by improving communications and agreeing to sign treaties related to nuclear weapons. Answers will begin to explain how both powers played a dangerous game and pushed the world to the brink of nuclear war.

LEVEL 3 **Answer addresses the question clearly.** [6-7]

Answers worth 6 marks will use both the sources and own knowledge to begin to explain the concept of change or development.

Answers worth 7 marks will clearly use both the sources and own knowledge to explain more fully the concept of change or development.

Eg: Answers will focus on the precarious situation over Cuba in 1962 and how both powers had played the game of brinkmanship as is clearly shown by Source A. There should be reference to the realisation of how close the world had come to nuclear destruction and the need to forge better relations by improving communications and to reach agreements about nuclear weaponry as is shown in Source B. Answers at this level should refer to the Test Ban Treaty and to the USSR's agreement to remove missiles from Cuba and the USA's agreement to withdraw missiles from Turkey.

Question 3 (c)

Target:	Recall and deployment of knowledge; analysis and evaluation of key historical concepts		
Mark allocation:	AO1	AO2	AO3
8	2	6	

Question: **How important was the Domino Theory in shaping US foreign policy after the Second World War?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer, with weak or implied points made.** [1-2]

Eg: There will be reference to the USA becoming more active in world affairs after 1945.

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

Eg: Answers may be confined to largely descriptive accounts of isolationism, entry into war and the decision to become more involved in the world in order to stamp out communism.

LEVEL 3 **More detailed and accurate analysis of key issue with a clear attempt at explanation, not fully sustained.** [5-6]

Eg: Answers may tend to describe the shift from America's traditional isolationist stance born by the experience of the First World War and how the attack on Pearl Harbor awoke a sleeping giant and that after the war the US became more involved in world affairs. There will be a more direct attempt to analyse the reversal of policy with reference to the Truman Doctrine and the need to contain communism in the world.

LEVEL 4 **Detailed and accurate analysis of key issue providing a fully substantiated explanation.** [7-8]

Eg: Answers should focus on the shift from isolationism to interventionism after the war and how the Truman Doctrine became the cornerstone of US foreign policy in the Cold War as, fearing the domino effect and how the USA became more prepared to use its economic and military power to police the world and protect it from communism. There may be reference to the build up of military power and involvement in Europe and S. E. Asia.

QUESTION 4

Question 4

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **To what extent was American society affected by change between 1930 and 2000?** [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; basic response which offers little support.** [1-3]

Eg: Answers may refer to America as now a very rich society. Some vague associated points may be mentioned.

LEVEL 2 **Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed.** [4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change.

Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers may focus on parts of the period such as America in the twentieth century, for example, the 1930s with references to the Depression and the New Deal. Alternatively candidates may provide a poor outline of change in the USA across the period with brief references to the scaffold and very little development and little attempt to differentiate between the impact that these changes had on different groups of Americans or on society as a whole.

LEVEL 3 **Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed.** [7-9]

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and continuity

Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and continuity.

Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of change and continuity over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers may focus on highly differentiated responses discussing the impact of change on various groups including women, black people, young people, minority groups, different social classes and so on but fail to cover the whole period. Alternatively candidates may provide good chronological accounts of political, economic and social change in the USA across most of the period. There will be little attempt however to differentiate between the experiences of different groups of Americans and only limited comment on which were the most significant changes in American society in this period.

LEVEL 4 **Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account 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.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

QUESTION 5

Question 5

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **How far did life improve for black Americans between 1930 and 2000?** [12+3]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; basic response which offers little support. [1-3]

Eg: Answers may refer to how life got better for black Americans because of what Martin Luther King did. Some vague associated points may be mentioned.

LEVEL 2 Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed. [4-6]

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of improvement.

Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to improvement.

Award the higher mark for the degree of understanding of improvement over the period.

Eg: Answers may focus on parts of the period such as improvement in the lives of black Americans in one period only, for example the development of Civil Rights in the 1950s and 1960s. Alternatively candidates may provide a poor outline of improvement across the period with brief references to the scaffold and very little development.

LEVEL 3 Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed. [7-9]

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to improvement.

Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of improvement.

Award 9 marks for a clear attempt to discuss the issue in a chronological context and to assess more fully the extent of improvements over most of the period. Candidates may begin to appreciate the differences in experience between groups.

Eg: Answers may focus on differentiation and / or comment on the pace of change in the improvement of black society in different periods but coverage of the period will be incomplete. Alternatively, candidates may provide good chronological accounts of the political, economic and social improvements of black people in the USA across the period. There will be some attempt to comment on the varied experiences of different groups of black people and the uneven pace of change in different periods. There will also be an attempt to identify the most important factors that led to improvement.

LEVEL 4 **Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of improvement; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of improvement; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of improvement. over the period.

Eg: Answers will provide a sound chronological account of improvements in the lives of black society in 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 factors that led to improvement. Candidates will also begin to differentiate more effectively between the varied experiences of different groups of black Americans by class, gender and geographical location. Candidates will also appreciate that change and improvement was not equal to that of whites across much of the period and that the pace of change and the extent of improvement for black people varied in different periods.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

QUESTION 6

Question 6

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **How significant was the USA's role in foreign affairs between 1930 and 2000?** **[12+3]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; basic response which offers little support.** **[1-3]**

Eg: Answers may refer to how the USA used its military power and became a superpower. Some vague associated points may be mentioned.

LEVEL 2 **Answers will demonstrate understanding of the period largely through description with some relevant historical knowledge deployed.** **[4-6]**

Award 4 marks for some related facts; or superficial coverage; or weak references to issue of change and development.

Award 5-6 marks for answers based on issues in the scaffold only; partial coverage; a patchy overall outline with some reference to change and development. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers may focus on parts of the period such as in one period only, for example the USA's foreign policy during the Cold War. Alternatively, candidates may provide a poor outline of American foreign policy across the period and American attempts to promote its position in the world, with brief references to the scaffold and very little development.

LEVEL 3 **Answers will demonstrate understanding of the period through description and explanation with relevant historical knowledge deployed.** **[7-9]**

Award 7 marks for answers with more developed chronological grasp but with imbalanced coverage; some reference to change and development.

Award 8 marks for a very good chronological coverage of whole period with good supporting detail and an attempt to address the issue of change and development.

Award 9 marks for a clear attempt to discuss the named issue in a chronological context and to assess more fully the extent of change and development over most of the period. Candidates may begin to appreciate the shifts in policy.

Eg: Answers may focus on the shifting nature of US foreign policy together with varied attempts to promote its position in the world but fail to cover the whole period. Alternatively, candidates may provide a good chronological account of the main events of US foreign policy across the period with some attempt to focus on the shift from pre-1945 isolationism through to post-war interventionism and the containment of communism together with changes in relations between the superpowers in the 1970s, 1980s and 1990s.

LEVEL 4 **Answers will demonstrate understanding of the period through developed and well-substantiated explanations of the extent and process of change with relevant and accurate historical knowledge deployed.** **[10-12]**

Award 10 marks for an effective overview of the main developments over the period with an obvious attempt to discuss issue of change and continuity; the answer must build on very good chronological coverage.

Award 11-12 marks for a fully effective chronological overview of the main developments over the whole period with a sustained attempt to discuss extent of change and continuity; there will be recognition of the varying impact of change. Award the higher mark for the degree of understanding of change and continuity over the period.

Eg: Answers will provide a sound chronological account of US foreign policy across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment on the shifts in foreign policy from isolationism to interventionism and containment and the varying ways in which it attempted to promote itself in world affairs across the period. They should also discuss the crucial importance of the Second World War in re-orientating American foreign policy and the part it played in turning the USA into a nuclear superpower. Within the context of the Cold War candidates will recognise changes from deterrence to détente as a way of promoting its international position, and the way in which US relations improved with some countries and deteriorated with others at different times.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.