



GCSE MARKING SCHEME

SUMMER 2018

**HISTORY
COMPONENT 2 - PERIOD STUDY
2A. The Development of the USA, 1929-2000
C100U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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.

MARK SCHEME SUMMER 2018

Component 2: PERIOD STUDY

2A. The Development of the USA, 1929-2000

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe President Reagan`s domestic policies. [5]**

Band descriptors and mark allocations

AO1(a) 5 marks		
BAND 3	Demonstrates detailed knowledge of the issue set within the appropriate historical context.	4-5
BAND 2	Demonstrates some knowledge of the issue set.	2-3
BAND 1	Demonstrates weak, generalised knowledge of the issue set.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below.

Some of the issues to consider are:

- *Reagan`s policy of `Reaganomics` which slashed business taxes and taxes for wealthier Americans and that this would `trickle down` through society making everyone richer*
- *the belief that less would have to be spent on the poorer classes leading to cuts in welfare spending*
- *increased defence spending such as the `Star Wars` programme*
- *spending on research into AIDS and his `War on drugs`*
- *his aim to return the country to true American values.*

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME SUMMER 2018

Component 2: PERIOD STUDY

2A.The Development of the USA, 1929-2000

Question 1

<i>Mark allocation:</i>	<i>AO1 (a)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
5	5			

Question: **Describe President Reagan`s domestic policies.** **[5]**

Band descriptors and mark allocations

AO1(a) 5 marks		
BAND 3	Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.	4-5
BAND 2	Demonstrates some knowledge of the issue set.	2-3
BAND 1	Demonstrates limited knowledge of the issue set.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *Reagan`s policy of `Reaganomics` which slashed business taxes and taxes for wealthier Americans and that this would `trickle down` through society making everyone richer;*
- *the belief that less would have to be spent on the poorer classes leading to cuts in welfare spending;*
- *increased defence spending such as the `Star Wars` programme;*
- *spending on research into AIDS and his `War on drugs`;*
- *his aim to return the country to true American values.*

Question 2

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
6	2	4		

Question: **How far did the Truman Doctrine change the foreign policy of the USA between 1947 and 1973?**
[6]

Band descriptors and mark allocations

	AO1(a+b) 2 marks		AO2 4 marks		
			BAND 3	Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.	3-4
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to analyse the extent of change while arriving at a partial judgement.	2
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Provides limited analysis of the extent of change.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *fear of the Domino Theory and the imperative of moving from the traditional isolationist stance of the US to a more committed policy of the containment of communism and increased involvement in European and world affairs;*
- *how the US became more prepared to use its economic and military strength to police the world and protect it from the forces of communism;*
- *the build-up of weaponry and intervention and involvement in Europe and South East Asia with examples;*
- *how the Truman Doctrine became the corner stone of US foreign policy throughout and beyond the Cold War period.*

Question 3

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
9	3	6		

Question: **The struggle for Civil Rights in the USA was influenced by factors such as:**

- The Brown v. Topeka case
- The Montgomery Bus Boycott
- Civil Rights legislation

Arrange the factors in order of their significance in influencing the struggle for Civil Rights in the USA. Explain your choices. [9]

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 6 marks	
BAND 3	Demonstrates detailed knowledge and understanding of the features mentioned.	3	Fully explains the significance of the factors in the question. There will be a clear, well-supported justification of the relative significance of the factors set within the appropriate historical context.	5-6
BAND 2	Demonstrates some knowledge and understanding of the features mentioned.	2	Begins to explain the significance of the factors in influencing lives. There will be some justification of the relative significance of the factors.	3-4
BAND 1	Demonstrates limited knowledge and understanding of the features mentioned.	1	Limited explanation of the significance of the factors in influencing lives. There will be little attempt to justify the relative significance of the factors.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Examiners should note that the order of significance suggested by candidates will vary. Marks should be awarded for the quality of justification provided by candidates. Some of the issues to consider are:

- Brown v. Topeka* was significant in the struggle for Civil Rights for a number of reasons: it was the first case to challenge segregation in education and highlighted its unfairness; the landmark case resulted in the Supreme Court declaring segregation in education as illegal and unconstitutional; it set a precedent for further challenges in education and also for the Montgomery Bus Boycott; it provided a catalyst for change and ensured that the issue of segregation could not be ignored.
Credit reference to the backlash following the case.
- the Montgomery Bus Boycott was significant in the struggle for Civil Rights for a number of reasons: it showed that organisation and solidarity could win through; it highlighted the economic power of the black community; it propelled MLK into the fight for Civil Rights and Rosa Parks emerged as the 'mother of the CRM'; peaceful protest based on King's philosophy gave the CRM a clear moral framework and provided a catalyst for change; the NAACP was vindicated in making a legal case resulting in the ruling of the Supreme Court.
- Civil Rights legislation was significant in the struggle for Civil Rights for a number of reasons: the Civil Rights Act (1964) banned segregation in public places and bodies in receipt of government funding such as schools; the creation of the Equal Employment Opportunities Commission which investigated complaints of discrimination; the Voting Rights Act (1965) banned discrimination in voting; the Supreme Court declared that state laws banning interracial marriages were unconstitutional ; the Fair Housing Act (1968) made discrimination in the property market illegal.
Though the legislation was a breakthrough, credit reference to the view of some black Americans that it was insufficient and late in coming and that many white Americans, especially in the south, resented it.

Question 4

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
8	3	5		

Question: **Explain why the economic situation in the USA changed between 1929 and 1945.** [8]

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 5 marks	
BAND 3	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Fully explains the issue with clear focus set within the appropriate historical context.	4-5
BAND 2	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2-3
BAND 1	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited explanation of the issue.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the impact and consequences of the Wall St. Crash and how the ensuing depression hit US cities causing factories and companies to close leading to mass unemployment and homelessness;*
- *the countryside suffered as many farms were bankrupted;*
- *Republican attempts to tackle the crisis which many thought were too little, too late;*
- *the aims and impact of the New Deal in attempting to restore confidence in the economy with some reference to the Alphabet Agencies and to Roosevelt's pivotal role;*
- *the impact of the Second World War in expanding business and industry and eradicating unemployment by supplying Britain and her allies with goods before 1941 and, after entry into the war, putting the country on a war footing;*
- *how the USA emerged as the world's most powerful economy by the end of the war.*

Question 5

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **How important were changes in youth culture in the 1950s and 1960s in influencing the lifestyles of many young people in the USA?** [12]

Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	Demonstrates accurate and detailed knowledge and understanding of the key features in the question.	4	Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.	7-8
BAND 3	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.	5-6
BAND 2	Demonstrates some knowledge and understanding of the key features in the question.	2	Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.	3-4
BAND 1	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited attempt to analyse and evaluate the key issue against other factors.	1-2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the 1950s saw the emergence of a distinct group – the teenager who became associated with rebellious, anti-social behaviour and promiscuity;*
- *they became more independent and increased affluence allowed them to express themselves with distinctive clothes and products aimed at a specific market;*
- *a culture of `live for today as there might not be a tomorrow` emerged under the shadow of nuclear war;*
- *sub-cultures such as Beatniks appeared who dropped out of society in the pursuit of an alternative life;*
- *the trend for some continued into the 1960s with the emergence of hippies who developed an alternative lifestyle living in communes, refusing to work and experimenting with drugs;*
- *many were from middle class backgrounds and snubbed their parents` values*
- *they advocated `free love` and, with the introduction of the contraceptive pill at the time, encouraged sexual promiscuity;*
- *the `make love not war` sentiment reflected the view that war in general and the war in Vietnam in particular was wrong;*
- *they identified with psychedelic rock bands and attended festivals such as Woodstock;*
- *in order to fully analyse and explain the importance of developments in youth culture answers should also consider the importance of a range of other factors which feature in the 1950s and 1960s;*
- *answers could explain the impact of other factors such as: trends in popular music; the influence of films, the media and literature; student protest and the rise of feminism.*