



GCSE MARKING SCHEME

SUMMER 2019

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 2019 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 2019

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:

This section indicates the assessment objective(s) targeted in the question

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

Question: e.g. Describe the main events of the Cuban Missile Crisis.

[5]

This is the question and its mark tariff.

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

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

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:

- Khrushchev's aim to extend Soviet influence in Cuba and the Caribbean and the establishment of military bases there;
- October 14th 1962 a US U-2 spy plane captured images showing that Soviet intermediate-range missile launch sites had been constructed which posed a threat to US security;
- October 20th Kennedy imposed a naval blockade around Cuba to prevent Soviet missiles from reaching there;
- October 23rd Khrushchev sent a statement to Kennedy that Soviet ships would force their way through the blockade and the following day instructed him that the USSR would deploy nuclear weapons in the event of war;
- October 26th Khrushchev and Kennedy reached a deal that the USSR would withdraw the missiles if the USA withdrew their missiles from Turkey;
- the crisis had been averted but both powers had played the dangerous game of brinkmanship.

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

Component 2: PERIOD STUDY

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

Question 1

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

Question: **Describe the main events of the Cuban Missile Crisis. [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:

- *Khrushchev's aim to extend Soviet influence in Cuba and the Caribbean and the establishment of military bases there;*
- *October 14th 1962 a US U-2 spy plane captured images showing that Soviet intermediate-range missile launch sites had been constructed which posed a threat to US security;*
- *October 20th Kennedy imposed a naval blockade around Cuba to prevent Soviet missiles from reaching there;*
- *October 23rd Khrushchev sent a statement to Kennedy that Soviet ships would force their way through the blockade and the following day instructed him that the USSR would deploy nuclear weapons in the event of war;*
- *October 26th Khrushchev and Kennedy reached a deal that the USSR would withdraw the missiles if the USA withdrew their missiles from Turkey;*
- *the crisis had been averted but both powers had played the dangerous game of brinkmanship.*

Question 2

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

Question: **How far did the economy of the USA improve between 1941 and 1960?** [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:

- the US economy was picking up by the end of the 1930s but the outbreak of war in 1941 was to act as a catalyst for change;
- conscription led to a labour shortage and 14 million found work in the war industry;
- opportunities increased for black Americans and women;
- traditional heavy industries such as coal, oil, iron and steel expanded as a result of government contracts;
- Roosevelt's War Production Board aimed to increase the manufacture of armaments and by 1944 the US was producing almost 50% of the world's weapons;
- arms production increased during the Cold War;
- after 1945 domestic spending increased and car ownership increased hugely;
- as the world's markets opened up there was a massive increase in the demand for American goods;
- the policies of Truman and Eisenhower saw a huge increase in economic activity;
- living standards improved along with the demand for consumer goods as people pursued the "American Dream";
- by 1960 the USA was the strongest economic power in the world;
- however not all Americans experienced the prosperity – black Americans and many people in the southern states continued to struggle.

Question 3

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

Question: **The lifestyles of many young Americans in the 1950s and 1960s were affected by factors such as:**

- changes in entertainment
- changes in youth culture
- changes in the role of women

Arrange the factors in order of their significance in affecting the lifestyles of many young Americans in the 1950s and 1960s.

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:

- *changes in entertainment were significant in a number of ways: the birth of rock and roll in the 1950s was new and invigorating and gave young people their own brand of music; it was popularised by Elvis and Little Richard and this new genre was in sharp contrast to the tastes of older generations which widened further the so called generation gap; with more disposable income and more leisure time young people could buy records attend concerts and dances and feed jukeboxes in coffee bars; drive-in cinemas became popular and provided privacy for young people and were labelled “passion pits”, multiplex cinemas were introduced in the 1960s; the period saw a rise in TV ownership and a range of programmes appeared which were aimed at a young audience.*

The 1960s saw: the “British Invasion” and the music scene became heavily influenced by the Beatles and the Rolling Stones as well as home grown bands like the Beach Boys and the television pop group the Monkees; the rise of progressive rock and psychedelic music became associated with the hippy culture and was epitomised by Jimi Hendrix; the Tamla Motown record label promoted black performers and their music and reached both black and white audiences;

- *changes in youth culture were significant in a number of ways: the 1950s witnessed the emergence of a distinct youth culture and the creation of the teenager whose interests were in sharp contrast to previous generations; youngsters began to question traditional values and rebelled against convention forming gangs who drank and committed crime; living under the shadow of nuclear war the attitude was to “live for today”; they adopted distinctive clothing and aped the style of singers like Elvis Presley and actors like James Dean; some were influenced by the literature of the time and became “drop outs” and experimented with drugs in the pursuit of spiritual freedom.*

The 1960s saw: the creation of countercultures who rejected conformity; the use of alcohol and drugs continued and the widespread use of the contraceptive pill encouraged promiscuity; some adopted the alternative hippy lifestyle with its “turn on, tune in, drop out” philosophy; many were influenced by mystical religions and psychedelia and the high point of the movement was the Woodstock festival of 1969;

- *changes in the role of women were significant in a number of ways: the gains made by women during the Second World War evaporated as many returned to more traditional, domestic roles as men came back from war; the 1950s was a time when growing numbers of women, usually from the middle classes, became frustrated with their roles as housewives and began to challenge the system; the contraceptive pill gave women more control over their bodies in the pursuit of careers and allowed them to postpone having families; many were better educated and entered the workplace although without parity to men.*

The 1960s saw: continuing trends in employment as highlighted by Eleanor Roosevelt whose report of 1963 confirmed their second-class status in the workplace; Betty Friedan’s book “The Feminine Mystique” (1963) encouraged women to challenge traditional roles and in 1966 she set up the National Organisation for Women (NOW) which organised protest marches and challenged discrimination in the courts.

Question 4

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

Question: **Explain why Nixon was forced to resign as president in 1974.** **[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:

- Nixon seeking re-election in 1972 set up the Committee to Re-elect the President (CREEP) which was encouraged to use any methods thought necessary;
- June 17th five members of CREEP were arrested for breaking into the Democratic Party offices in the Watergate complex in an attempt to plant bugging devices;
- Nixon's strong denial of any involvement and his landslide victory;
- the belief of two journalists on the Washington Post that there might be a story;
- January 1973 the five were put on trial and convicted though again Nixon denied any involvement and any attempt at a cover up;
- the setting up of a Senate Committee to investigate events and the admission of a White House official that Nixon had ordered a cover up;
- the broadcasting of the hearings on TV and the playing of tampered tape recordings of the president's conversations which revealed a "dirty tricks" campaign;
- moves by Congress to impeach the president and Nixon's decision to resign on August 31st 1974.

Question 5

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

Question: **How important was the Second World War in the struggle to gain civil rights for black Americans?** [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:

- *how the war acted as a catalyst for change;*
- *how segregated "Jim Crow" units highlighted the irony of black Americans fighting a racist power like Germany while experiencing racism at home;*
- *increased opportunities for black Americans to prove themselves in battle- e.g. the Tuskegee Airmen and the 761st Tank Battalion (Black Panthers);*
- *how by the latter stages of the war there were hundreds of black officers in the army and the marines together with squadrons of black pilots;*
- *desegregation in the navy in 1946 and other services by 1948;*
- *the contribution of 2 million black Americans on the home front prompting Roosevelt to issue Executive Order 8802 which stopped discrimination in industry and government jobs;*

- *the support of black Americans to the “Double V” campaign aimed at victory on the fighting fronts and improved civil rights at home;*
- *Truman`s post war support for the issue of civil rights which raised the nation`s awareness of the situation;*
- *how the war stirred black consciousness and how black Americans became politicised leading to increased membership of the NAACP and to the creation of CORE;*
- *how racism remained an issue with reference to race riots during the war and to how little changed in the south;*
- *in order to fully analyse and explain the importance of the Second World War in the struggle to gain civil rights answers should also consider the importance of other factors such as: challenges to the education system, improvements in voter registrations and how the Second World War laid the basis for civil rights protest in the 1950s and 1960s and to the rise of prominent individuals.*