

## MARK SCHEME

### 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 President Kennedy's domestic policies.**

[5]

This is the question and its mark tariff.

##### Band descriptors and mark allocations

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

Use 0 for incorrect or irrelevant answers.

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.

##### 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:

- *Kennedy's New Frontier programme and his sweeping aims to eradicate poverty, inequality and deprivation;*
- *his policies economically, with tax cuts, public works schemes and grants;*
- *his policies socially, to increase the minimum wage, to provide medical health insurance, the passing of the Social Security Act 1962 and more investment in education and training;*
- *his policies politically with the Civil Rights Bill of 1963 and efforts to improve the rights of women.*

This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

## **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**

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

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

**Band descriptors and mark allocations**

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

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:

- *Kennedy`s New Frontier programme and his sweeping aims to eradicate poverty, inequality and deprivation;*
- *his policies economically, with tax cuts, public works schemes and grants;*
- *his policies socially, to increase the minimum wage, to provide medical health insurance, the passing of the Social Security Act 1962 and more investment in education and training;*
- *his policies politically with the Civil Rights Bill of 1963 and efforts to improve the rights of women.*

**Question 2**

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

Question: **How far did President Roosevelt`s policies change the economic situation in the USA between 1933 and 1939?**  
**[6]**

**Band descriptors and mark allocations**

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

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 extent to which the economic situation of the USA was changed by Roosevelt's policies between 1933 and 1939;*
- *there should be reference to the `3 Rs` as the basis of his New Deal programme;*
- *moves to solve the banking crisis, `prime the pump` and halt the cycle of depression;*
- *the establishment of the `Alphabet Agencies` with examples to promote economic recovery;*
- *public works schemes; loans and subsidies to boost the agricultural industry; regeneration as exemplified by the TVA;*
- *the evaluation of the extent of change can be balanced by reference to the short-term nature of aspects of the New Deal; the extent of the drop in unemployment, the lack of success in tackling the underlying economic problems and failure to solve the depression entirely.*

**Question 3**

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

Question: **The lives of many young Americans in the 1950s and 1960s were influenced by developments such as:**

- **Films and the media**
- **New musical styles**
- **Literature**

**Arrange the developments in order of their significance in influencing the lives of young Americans. Explain your choices.**

**[9]****Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 6 marks	
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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:

- *films and the media were significant in influencing the lives of young Americans for a number of reasons: the influence of screen idols and anti-heroes e.g. James Dean in Rebel without a cause; the popularity of drive-ins and the introduction of multiplex theatres; ground-breaking films highlighting social and cultural issues e.g. Inherit the Wind and To Kill a Mockingbird.*

- *new musical styles were significant in influencing the lives of young Americans for a number of reasons: the impact and influence of rock and roll; the development of sub-cultures and how they defined themselves with music; generational rebellion associated with music; the `drop out and turn on` culture of the hippy movement; music as a vehicle for anti-war and Civil Rights protest; the impact of black music e.g. Tamla Motown in the 1960s.*
- *literature was significant in influencing the lives of young Americans for a number of reasons: the influence of writers like Salinger and Kerouac leading many young people to question the values of the time; poetry and writings associated with `drop-outs`, beakniks and hippies; music lyrics could be also credited here.*

**Question 4**

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

Question: **Explain why relations between the USA and the USSR changed after 1973.** [8]

**Band descriptors and mark allocations**

	AO1(a+b) 3 marks		AO2 5 marks	
<b>BAND 3</b>	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
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2-3
<b>BAND 1</b>	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 pursuit of détente in the 1970s;*
- *the need to limit arms and reduce ever increasing defence spending;*
- *the experience of Vietnam and Nixon's policy of 'linkage';*
- *the Brezhnev Doctrine and the need for dialogue;*
- *successes in arms limitation including the SALT agreements;*
- *the impact of Nixon's visit to Moscow in 1974 and the resultant Helsinki Agreements;*
- *the Soviet invasion of Afghanistan and the end of the period of détente;*
- *Reagan and the 'Second Cold War';*
- *improved relations between Reagan and Gorbachev leading to agreements to limit arms;*
- *the collapse of Communism in Europe and its consequences.*

**Question 5**

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

Question: **How important was the Montgomery Bus Boycott in the struggle for Civil Rights in the USA between 1941 and 1970?** [12]

**Band descriptors and mark allocations**

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	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
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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 Montgomery Bus boycott was important in the struggle for Civil Rights in the USA in a number of ways;
- the boycott brought Martin Luther King to the fore; it demonstrated how passive resistance secured a victory;
- the event gained massive media attention raising the issue of civil rights across America and wider; people began to realise how much could be achieved when black Americans united and organised themselves;
- the Montgomery Bus boycott gave the CRM a clear moral framework, vindicating the precedent set by the Brown vs Topeka case; from a legal perspective,
- the Montgomery Bus boycott led to the Federal Government's acceptance that segregation was unconstitutional; how the event gave the CRM impetus leading to the formation of the SCLC, SNCC and CORE;



- *in order to fully analyse and explain the importance of the Montgomery Bus boycott, answers should also consider the importance of a range of other factors which featured in the struggle for Civil Rights in the USA between 1941 and 1970;*
- *answers could explain the importance of a range of factors such as: the willingness of national politicians to embrace change; the support of public opinion across the USA and wider; the radical demands of the Black Power movement; social and political unrest in the major US cities.*

