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# **GCSE MARKING SCHEME**

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**AUTUMN 2021**

**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 2021 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.

## COMPONENT 2: PERIOD STUDY

### 2A. THE DEVELOPMENT OF THE USA, 1929-2000

#### AUTUMN 2021 MARK SCHEME

#### 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 how the lives of the American people were affected by the Great Depression.** [5]

##### 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.

##### 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 collapse of the US stock market plunged the country into depression on a massive scale;*
- *as factories and businesses began closing, unemployment increased from 2.5 million in 1929 to 13 million by 1932;*
- *many Americans lost their homes as they could not afford to pay rents and mortgages;*
- *upwards of 2 million became hobos who drifted across America in search of work others set up makeshift "Hoovervilles" where conditions were harsh;*
- *the despair of the times was exemplified by the treatment of the Bonus Marchers of 1932;*

- *farmers were unable to sell their produce and many went bankrupt and were forced to move in search of work setting up camps on the outskirts of towns offering in desperation to work for low wages;*
- *family life was affected as, without a sense of a secure future, marriage and birth rates dropped and with no national system of social security many were forced to live on charitable handouts;*
- *the sense of hopelessness took its toll and the suicide rate rose drastically.*

## **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.

## Question 1

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

Question: **Describe how the lives of the American people were affected by the Great Depression.** [5]

### Band descriptors and mark allocations

	AO1(a) 5 marks	
<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:

- *the collapse of the US stock market plunged the country into depression on a massive scale;*
- *as factories and businesses began closing, unemployment increased from 2.5 million in 1929 to 13 million by 1932;*
- *many Americans lost their homes as they could not afford to pay rents and mortgages;*
- *upwards of 2 million became hobos who drifted across America in search of work, others set up makeshift "Hooverilles" where conditions were harsh;*
- *the despair of the times was exemplified by the treatment of the Bonus Marchers of 1932;*
- *farmers were unable to sell their produce and many went bankrupt and were forced to move in search of work setting up camps on the outskirts of towns offering in desperation to work for low wages;*
- *family life was affected as, without a sense of a secure future, marriage and birth rates dropped and with no national system of social security many were forced to live on charitable handouts;*
- *the sense of hopelessness took its toll and the suicide rate rose drastically.*

## Question 2

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

Question: **How far did President Kennedy's domestic policies change the USA? [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 1960s ushered in a time of optimism for many Americans;*
- *Kennedy's "New Frontier" policy aimed to unite and inspire the American people as he launched an ambitious programme of reform;*
- *his aims were to eradicate poverty, inequality and deprivation;*
- *he set out to promote economic growth by introducing tax cuts to encourage more spending;*
- *unemployment rates dropped as a result of the creation of public works schemes and training schemes along with massive spending on the arms industry and the space programme;*
- *Kennedy's social reforms included plans to increase the minimum wage, introduce an affordable system of state health insurance or "Medicare" and the Social Security Act of 1962 provided financial help to the elderly and unemployed;*
- *he aimed to pass an education law to inject money into schools especially in inner cities;*
- *he sought to improve civil rights for black Americans and introduced a Civil Rights Bill in 1963 but it was rejected by Congress;*

- *Kennedy showed his willingness to support the rights of women and the Equal Pay Act of 1963 required employers to pay women the same as men for the same work;*
- *his premature death meant that he was unable to see through his vision for reform but it formed the basis of Johnson`s” Great Society” which was a continuance of Kennedy’s programme and many of the measures came to fruition.*

### Question 3

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

Question: **The Civil Rights Movement in the USA was influenced by the contribution of key people such as:**

- Rosa Parks
- Martin Luther King
- Malcolm X

**Arrange the people in order of the significance of their contribution to the Civil Rights Movement in the USA. 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. 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. 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:

- *the contribution of Rosa Parks to the Civil Rights Movement was significant for a number of reasons; her involvement in the issue of segregation on buses when, on December 1<sup>st</sup> 1955, she refused to move seats for a white man and her subsequent arrest; the support to her from the Montgomery Women's Political Council in calling a one day boycott of the buses on the day of her trial; how her cause was taken up by Ralph Abernathy and Martin Luther King and the call to the MIA to coordinate a longer boycott; how the NAACP (Parks was branch secretary of the Montgomery chapter) took on the legal*



*battle leading ultimately to the federal court ruling that segregation on the buses was unconstitutional; how her actions helped initiate the CRM and began a chain of events that would lead to civil rights legislation; how she became a nationally recognised symbol of dignity and the “Mother of the CRM”;*

- *the contribution of Martin Luther King to the Civil Rights Movement was significant for a number of reasons; his rise to prominence during the Montgomery Bus Boycott in 1955 and his key role in gaining concessions; his pivotal role in the SCLC; the use of non-violent civil disobedience such as sit-ins, marches and boycotts; how his Christian, pacifist approach brought together disparate groups within the CRM and his appeal to a broad audience of both black and white Americans; his persona and oratory skills in popularising and universalising his agenda; how he gained presidential support leading to the passage of legislation in 1964; how his assassination in 1968 stirred the conscience of a nation;*
- *the contribution of Malcolm X to the Civil Rights Movement was significant for a number of reasons; how, frustrated at the slow pace of change and in the belief that King’s methods were ineffectual, Malcolm X joined the Nation of Islam; how he advocated violence as a means to an end and called openly for separatism; his oratory and organisational skills helped increase membership of the Nation of Islam; his work with marginalised urban black youths and how he re-connected them to their black heritage; his work with the Muslim Mosque Inc. and the Organisation of Afro-American Unity; how he influenced other radicals like Stokely Carmichael and how he laid the foundations for movements such as Black Power; the view that he raised the self-esteem of black Americans more than any other individual.*

#### Question 4

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

Question: **Explain why relations between the USA and the USSR worsened between 1945 and 1973.** [8]

#### Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 5 marks	
<b>BAND 3</b>	<b>Demonstrates detailed knowledge and understanding of the key features in the question.</b>	<b>3</b>	<b>Fully explains the issue with clear focus set within the appropriate historical context.</b>	<b>4-5</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge and understanding of the key features in the question.</b>	<b>2</b>	<b>Partially explains the issue within the appropriate historical context.</b>	<b>2-3</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge and understanding of the key features in the question.</b>	<b>1</b>	<b>Limited explanation of the issue.</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 emergence of the USA and the USSR as superpowers after 1945 and the development of a war of ideologies;
- the creation of Soviet satellite states in Eastern Europe along with the division of post-war Germany created suspicion between the superpowers;
- the announcement of the Truman Doctrine by the USA and the commitment to a policy of containment incensed the USSR and the doctrine became the cornerstone of US foreign policy throughout the Cold War period;
- how Berlin became a flashpoint with the blockade and airlift and Stalin's eventual stepdown which was viewed by the USA as a victory;
- how the establishment of rival international organisations such as NATO and the Warsaw Pact exacerbated the situation;
- how both superpowers developed their nuclear armouries on a massive scale;
- how the building of the Berlin Wall in 1961 became a flashpoint in the Cold War as both powers faced each other in a tense standoff;
- both superpowers played the dangerous game of brinkmanship during the Cuban Missile Crisis though relations did improve slightly with the creation of a hot-line and with the test ban treaties;
- how the Cold War shifted to S. E. Asia with both powers fighting proxy wars in Korea and Vietnam.

## Question 5

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

Question: **How important were changes in popular music in influencing the lifestyles of young people in the USA during the 1950s and 1960s? [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 1950s witnessed the birth of rock and roll and the music scene took on a new dimension, performers like Elvis Presley and Little Richard popularised the new genre with young Americans;*
- *the new trends in popular music influenced young Americans in their attitude to authority resulting in the widening of the generational gap, rebelliousness, anti-social behaviour and promiscuity;*
- *record companies and publishers were keen to tap into the new lucrative youth market and increased affluence amongst teenagers meant they could buy records and associated items;*

- *pop music gained exposure on radio, television and in the cinema which widened its appeal and youngsters frequented coffee bars and dance clubs where they could listen and dance to juke-boxes and live performances;*
- *countercultures emerged that were associated with new trends in music and some dropped out of conventional society and became “Beatniks”;*
- *in the 1960s British bands like the Beatles and the Rolling Stones took the USA by storm and on the home scene the Beach Boys became popular and reflected the Californian youth culture of cars, surfing and romance;*
- *the 1960s also witnessed the emergence of psychedelic rock which became associated with the hippy culture and the 1960s, ending with the Woodstock festival in 1969 during the “Summer of Love”;*
- *pop music was used as a vehicle to express opposition to the issues of the times and singers such as Bob Dylan and Janis Joplin covered themes such as nuclear war, the war in Vietnam, sex and drugs;*
- *pop music was also used to promote the issue of civil rights and the emergence of the Tamla Motown record label had a huge appeal to both black and white young people;*
- *in order to fully analyse and explain the importance of changes in popular music in influencing the lifestyles of young people answers should also consider other factors such as the influences of films, the media and literature along with the changing role of women.*