GCSE MARKING SCHEME

AUTUMN 2020

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

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INTRODUCTION

This marking scheme was used by WJEC for the 2020 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.

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MARK SCHEME AUTUMN 2020
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 policy of détente**. **[5]**

This is the question and its mark tariff.

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 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:

- *the use of the term to describe periods of thaw during the Cold War and to improved relations between the USA, the USSR and China;*
- *the reasons for détente when the experience of Vietnam caused a reorientation in US foreign affairs and the need to reduce arms spending in order to limit the risk of nuclear war;*
- *Nixon`s visits to the USSR and China in 1972 and to improved trading and diplomatic links leading to the signing of the Helsinki Agreements in 1975;*
- *moves to limit arms with SALT1 and the limitation of ICBMs and ABMs together with plans for SALT2;*
- *the return to détente in 1985 with Reagan and Gorbachev`s efforts to improve relations leading to the INF Treaty and later developments resulting in START.*

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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.

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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 policy of détente.** **[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:

- *the use of the term to describe periods of thaw during the Cold War and to improved relations between the USA, the USSR and China;*
- *the reasons for détente when the experience of Vietnam caused a reorientation in US foreign affairs and the need to reduce arms spending in order to limit the risk of nuclear war;*
- *Nixon`s visits to the USSR and China in 1972 and to improved trading and diplomatic links leading to the signing of the Helsinki Agreements in 1975;*
- *moves to limit arms with SALT1 and the limitation of ICBMs and ABMs together with plans for SALT2;*
- *the return to détente in 1985 with Reagan and Gorbachev`s efforts to improve relations leading to the INF Treaty and later developments resulting in START.*

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Question 2

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

Question: **How far did Roosevelt`s New Deal help the USA to recover from the Great Depression? [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:

- *how direct governmental action aimed to tackle the effects of the Great Depression;*
- *the work of the "Alphabet Agencies" and their importance in providing work and relief and so alleviating poverty;*
- *the creation of millions of jobs and employment on public work schemes which had lasting effects;*
- *how farmers gained from subsidies leading to an increase in their incomes;*
- *how the New Deal stabilised the banking system and restored confidence in the economy;*
- *the creation of a semi-welfare state which provided for the elderly, the sick and the unemployed;*
- *how Roosevelt was central to recovery offering confidence and assurance;*
- *how the New Deal represented a psychological boost to the nation in its political, social and economic recovery;*
- *the criticisms levelled at the New Deal and the view held by some that it represented short-term thinking which did not tackle the underlying economic problems;*
- *how entry into the Second World War ultimately lifted the USA out of depression.*

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Question 3

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

Question: **Relations between the USA and the USSR worsened because of factors such as:**

- **US containment of Communism**
- **the Berlin Crisis, 1948-9**
- **the Cuban Missile Crisis**

Arrange the factors in order of their importance in the worsening of relations between the USA and the USSR. 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 importance of the factors in the question. There will be a clear, well-supported justification of the relative importance 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 importance of the factors in the deterioration of relations. There will be some justification of the relative importance of the factors.**	**3-4**
BAND 1	**Demonstrates limited knowledge and understanding of the features mentioned.**	**1**	**Limited explanation of the importance of the factors in the deterioration of relations. There will be little attempt to justify the relative importance 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 US policy of containment was important in a number of ways; fear of the Domino Theory led to the abandonment of the policy of isolationism and the shift to interventionism with the need to contain communism; how the USA became more prepared to use its economic and military strength to police the world; the announcement of the Truman Doctrine committed the US to a policy of containment which became the catalyst in the worsening of superpower relations; how the USSR responded by*

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increasing its own military resources and the setting up of the Cominform in an attempt to counter US influence in Europe leading to the division of the world into two rival armed camps;

- *the Berlin Crisis of 1948-49 was important in a number of ways: it was the first flashpoint of the Cold War following the post-war creation of zones of occupation and the announcement by the Allies of plans to create a west German state; it showed Stalin`s mistrust and anger towards the western powers and his reaction by cutting off all communication links to Berlin from the western zone; it also showed Truman`s determination to pursue his policy of containment that led to a standoff; the airlift of goods into Berlin causing Stalin to consider attacking allied planes which would have escalated the Cold War; Stalin`s step down which the US viewed as a victory for the policy of containment; the Berlin Crisis was significant in increasing east-west rivalry and hastened the formation of NATO and Stalin`s response by setting up the Warsaw Pact which increased tension;*
- *the Cuban Missile Crisis of 1962 was important in a number of ways: it showed Khrushchev`s aim to extend Soviet influence in Cuba and the Caribbean and his plan to establish military bases there with intermediate-range missile launch sites which posed a threat to US security; after Kennedy`s imposition of a naval blockade around Cuba to prevent Soviet missiles from reaching there, Khrushchev announced that his ships would force their way through the blockade and threatened to deploy weapons; the 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 and brought the world close to nuclear war; relations between the superpowers improved with the setting up of a hotline telephone link and the signing of the Partial Test Ban Treaty in August 1963.*

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Question 4

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

Question: **Explain why the lives of women changed after the Second World War. [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:

- *how after the Second World War the gains made by many women evaporated as many reverted to more traditional roles and to domestic idyll in suburbia;*
- *how some, usually middle class women, began to challenge their traditional role in life in the 1950s and took advantage of increased educational opportunities in the pursuit of careers;*
- *how the impact of labour-saving devices freed up time for women to devote themselves to other pastimes;*
- *the liberating effect of the contraceptive pill gave women more control over their bodies in the pursuit of careers and allowed them to postpone having families;*
- *how radical groups such as the Women`s Liberation Movement challenged sexism in society;*
- *how Eleanor Roosevelt`s report of 1963 confirmed women`s second class status in the workplace;*
- *how Betty Friedan`s book "The Feminine Mystique" (1963) encouraged women to challenge traditional roles and the setting up of the National Organisation for Women (NOW) which organised protest marches and challenged discrimination in the courts;*
- *how women gained more equality as a result of legislation with the passing of the Equal Pay Act (`63) the Civil Rights Act (`63) and the ruling of the Supreme Court to legalise abortion (`73);*
- *how in the 1980s women such as Sandra Day O`Connor and Geraldine Ferraro became prominent political figures;*
- *how the pattern of change has been uneven for different groups in society and that even by 2000 women had not achieved parity in the workplace.*

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Question 5

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

Question: **How important was Martin Luther King in the campaign for civil rights? [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:

- *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;*
- *answers should also consider the importance of Martin Luther King in the campaign for civil rights alongside other factors such as: how the Second World War laid the basis for civil rights protest in the 1950s and 1960s; the role and importance of other individuals such as Stokely Carmichael and Malcolm X and movements such as Black Power and the Black Panthers; how landmark cases in education highlighted the injustice of the times.*

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