GCSE MARKING SCHEME

SUMMER 2022

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 2022 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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COMPONENT 2: PERIOD STUDY

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

SUMMER 2022 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*

Question: e.g. **Describe what happened at Little Rock High School, Arkansas, in 1957. [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:

- *in 1957, desegregation laws came into effect following the Brown v. Topeka ruling and Little Rock High School, Arkansas prepared to admit black students;*
- *on 3 September, nine black students led by Elizabeth Eckford were prevented from entering on the orders of the state governor who deployed national guardsmen to block them;*
- *the following day the guardsmen were withdrawn and the students, faced with a hostile crowd, returned home under police protection;*
- *media coverage prompted President Eisenhower to deploy 1,000 federal troops to protect the black students for the rest of the school year;*
- *the state governor retaliated by closing all schools in Arkansas the following year until a Supreme Court ruling in 1959 that all schools had to integrate;*
- *events at Little Rock were important in gaining presidential attention, world-wide interest and catapulting the issue of civil rights into the heart of American politics.*

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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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Question 1

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

Question: **Describe what happened at Little Rock High School, Arkansas, in 1957. [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:

- *in 1957, desegregation laws came into effect following the Brown v. Topeka ruling and Little Rock High School, Arkansas prepared to admit black students;*
- *on 3 September, nine black students led by Elizabeth Eckford were prevented from entering on the orders of the state governor who deployed national guardsmen to block them;*
- *the following day the guardsmen were withdrawn and the students, faced with a hostile crowd, returned home under police protection;*
- *media coverage prompted President Eisenhower to deploy 1,000 federal troops to protect the black students for the rest of the school year;*
- *the state governor retaliated by closing all schools in Arkansas the following year until a Supreme Court ruling in 1959 that all schools had to integrate;*
- *events at Little Rock were important in gaining presidential attention, world-wide interest and catapulting the issue of civil rights into the heart of American politics.*

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Question 2

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

Question: **How far did the Truman Doctrine change relations between the USA and the USSR between 1947 and 1963? [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;*
- *US suspicion over Soviet expansion in Eastern Europe;*
- *the creation of military alliances;*
- *intervention and involvement – the Berlin Crises of 1948-49 and 1961 and the consequences, the Cuban Missile Crisis and its impact;*
- *how the Truman Doctrine became the cornerstone of US foreign policy throughout the Cold War period.*

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Question 3

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

Question: **The USA's role in the search for world peace since 1970 was influenced by factors such as:**

- **attempts at arms limitation**
- **changing relations with China**
- **changing relations with the USSR**

Arrange the factors in order of their significance in influencing the USA's search for world peace since 1970.
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. 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. There will be little attempt to justify the relative significance of the factors.**	**1-2**

Use 0 for incorrect or irrelevant answers.

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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:

- *attempts at arms limitation were important in a number of ways; the periods of détente,1971-79 and after 1985,made for improved relations between the USA and the USSR and led to attempts to limit armaments and so reduce the threat of nuclear war; the Strategic Arms Limitation Talks (SALT) in 1969 resulted in the SALT agreement of 1972 which limited the number of anti-ballistic missiles along with an undertaking not to test ICBMS; the new phase of improved relations led to the Helsinki Agreements of 1975 but moves towards SALT II were thwarted by the USSR`s invasion of Afghanistan in 1979; the second period of détente after 1985 led to an agreement between Reagan and Gorbachev to speed up the process of arms reduction talks which resulted in the signing of the Intermediate Nuclear Forces Treaty (INF) in Dec.1987 where both superpowers agreed to destroy all medium and short range weapons in Europe within 3 years; INF went further than SALT which was a limit on the growth of weapons; with the USSR experiencing economic problems and the eventual ending of the Cold War, Bush Snr. and Gorbachev signed the Treaty for the Reduction of and Limitation of Strategic Arms (START 1) in July 1991 and entered into force in December 1994;*
- *changing relations between the USA and China were important in a number of ways; the period after 1970 was a time of improved relations between the USA and China at a time when relations between the USA and the USSR were strained and President Nixon saw an opportunity to exploit the situation; Nixon`s hope was that improved relations with China would encourage negotiations for an end to the war in Vietnam as part of his policy of "linkage" and as a way of cementing relations, the Chinese invited the US table tennis team to Peking in 1971 which relaxed relations and became known as "ping-pong diplomacy"; in April 1971 the USA lifted its trade embargo with China and trading links were improved further by Nixon`s visit to China in February 1972; the easing of relations between the USA and China was significant in the search for peace as in October 1971 China was able to take its seat in the United Nations;*
- *changing relations with the USSR were important in a number of ways*; *the period of détente in the 1970s ended in 1979 with the USSR`s invasion of Afghanistan which severed diplomatic relations between the superpowers; by the 1980s the USSR`s weakening economy meant that they could no longer match the USA`s defence spending and from 1985 Gorbachev`s domestic reforms led to moves for more friendly relations with the USA which led to measures to reduce armaments; Gorbachev`s reforms also had the effect of weakening the USSR`s grip over the satellite states who in turn began to demand more freedom and a loosening of control from Moscow; the fall of the Berlin Wall in November 1989 epitomised the climate and led to communist governments being swept from power in Eastern Europe; the USSR was weakened further after the Balkan states declared themselves independent which led to the USSR splitting into a commonwealth of independent states; by 1990 the Cold War had come to an end as did rivalry and conflict between the USA and the USSR.*

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Question 4

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

Question: **Explain why the lifestyles of young Americans changed in the 1950s and 1960s. [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 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;*
- *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;*
- *the new trends in popular music such as rock and roll and the emergence of stars like Elvis Presley and Little Richard influenced youngsters in their dress, behaviour and attitude to authority;*
- *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;*
- *pop music was used to promote the issue of civil rights and the emergence of the Tamla Motown record label had a huge appeal to young black and white people;*

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- *with more disposable income and more leisure time young people could buy records, attend concerts and dances and feed jukeboxes in coffee bars; the period saw a rise in TV ownership and a range of programmes appeared which were aimed at a young audience;*
- *many college students began to openly criticise issues such as the war in Vietnam and the slow progress of the Civil Rights Movement leading to the establishment of the SDS and, in turn, organised protests;*
- *the 1950s was a time when growing numbers of women 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; the trend continued into the 1960s and many young women were influenced by the work of Betty Friedan which saw the establishment of NOW with organised protest marches;*
- *films influenced the lives of young Americans with screen idols and anti-heroes such as James Dean in "Rebel Without a Cause" while other films highlighted social and cultural issues;*
- *literature influenced the lives of young Americans and the works of writers like Salinger saw the rise of the "Beat Generation" which led many to question the values of the time.*

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Question 5

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

Question: **How important was the New Deal in helping the USA recover from the Great Depression? [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 direct governmental action aimed to tackle the effects of the Great Depression with reference to the `3 Rs` as the basis of the New Deal programme along with moves to solve the banking crisis, "prime the pump" and halt the cycle of depression;*
- *the work of the "Alphabet Agencies" and their importance in providing work leading to regeneration as exemplified by the TVA;*
- *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 and a boost to the agricultural industry;*

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- *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 the New Deal represented a psychological boost to the nation in its political, social and economic recovery;*
- *in order to fully analyse and explain the importance of the New Deal in helping the USA recover from the Great Depression answers should also consider other factors such as how Roosevelt`s persona and oratory skills in his "fire-side chats" were central to recovery offering confidence and assurance; 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 and failure to solve the depression entirely; how entry into the war ultimately lifted the USA out of depression leading to post-war economic growth.*

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