GCSE MARKING SCHEME

SUMMER 2024

HISTORY
COMPONENT 2: PERIOD STUDY
2A. THE DEVELOPMENT OF THE USA, 1929–2000
C100U10-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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COMPONENT 2: PERIOD STUDY

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

SUMMER 2024 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:

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 development of suburbs in the 1940s and 1950s**. **[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**

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.

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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 economic growth of the "affluent society" in the post war years*
- *suburbia as the embodiment of the American Dream for many young Americans; A place where they could own their own home and raise their children away from the dangers of city life, such as crime and pollution*
- *it was mainly a middle-class phenomenon*
- *the links to the development of roads and the motorcar, allowing families to live in places distant from their place of work*
- *there were increases to the population of about 40 million caused by the "baby boom" creating a demand for new homes*
- *the number of homeowners increased from 23 600 ,000 in 1950 to 32 800 000 by 1960.*

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.

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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 the examiner training meeting immediately prior to the commencement of marking, detailed advice from the Principal Examiner on the qualities of each mark band will be given along with examples of pre-marked work. 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, either because it contains nothing of any significance to the mark scheme or 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 the development of suburbs in the 1940s and 1950s. [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 economic growth of the "affluent society" in the post war years*
- *suburbia as the embodiment of the American Dream for many young Americans; A place where they could own their own home and raise their children away from the dangers of city life, such as crime and pollution*
- *it was mainly a middle-class phenomenon*
- *the links to the development of roads and the motorcar, allowing families to live in places distant from their place of work*
- *there were increases to the population of about 40 million caused by the "baby boom" creating a demand for new homes*
- *the number of homeowners increased from 23 600 ,000 in 1950 to 32 800 000 by 1960.*

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Question 2

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

Question: **How far did détente change relations between the US and the USSR between 1970 and 1989? [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:

- *détente, which was periods of thaw during the Cold War, gradually improving relations between the US and USSR*
- *the reasons for détente, including the Vietnam War and subsequent reorientation in US foreign affairs, reduction of arms spending in order to limit the risk of nuclear war. Candidates may mention the Cuban Missile Crisis in support of this point.*
- *the arms limitation talks, SALT 1 and plans for SALT 2*
- *Nixon's foreign policy*
- *the "Second Cold War"*
- *Reagan's and Gorbachev's efforts, which led to the INF treaty and later developments resulting in START.*

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Question 3

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

Question: **There was much political change within the US between 1960 and 2000 as a result of factors such as:**

- **the domestic policies of Kennedy**
- **the Reagan years**
- **changes under Bill Clinton.**

Arrange the factors in order of their significance in affecting the lives of Americans between 1960 and 2000.
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:

- *Kennedy and the "New Frontier": attempts to unite and inspire the American people, programme of reform and change; fairness and moves towards equal civil rights including the appointment of Thurgood Marshall, attempts to support the desegregation of schools, civil rights bill – defeated in congress. Economic changes; attempts to cut taxes, increase spending and increase economic growth; $900 million of public works; increased spending on defence and space technology; aim to put a man on the moon by the end of the decade. Social reform including increase to the minimum wage, Medicare; various training and housing acts to support the poor and unemployed; social security act to support the elderly. Kennedy struggled to deal with congress and many of his bills were rejected, his premature death meant that this programme was left largely unfulfilled, though much of it was taken on by LBJ.*
- *Reagan and "Reaganomics: problems at the start of his tenure – recession and inflation; tax cuts for big business and the wealth, "trickle down" economics; cuts to welfare programmes of over $20million in his first year; "largest tax cut in American history" – Economic recovery act 1981 slashed taxes by $33billion. The lack of revenue meant that the government couldn't pay for services it provided, increased defence spending led to borrowing and an increase in the national debt to almost $1trillion; people in all sectors lost jobs, inflation soared; 1987 stock market crash mainly due to Reagans economic policies, USA had the largest trade deficit of leading nations; more recession; Social and Civil rights problems, including opposition to abortion; response to the AIDS pandemic, the war on drugs. Failures in the space programme.*
- *Change under Clinton: Moves away from Reaganomics – by the time Clinton was elected in 1992, the gap between rich and poor Americans had grown substantially; budget balancing by 1998 and deficit reduction to $107million by 1996; longest period of sustained economic growth in the history of the US; unemployment rate the lowest for 30 years dropping from 7% in 1993 to 4% by 2000; highest level of home ownership in US history. More than 22 million jobs created in a short time; low interest rates; Important social and welfare reforms; Family and medical leave act, 1993; increases to the minimum wage; antenatal care and a drop in the infant mortality rate; Scandals; Whitewater scandal; Monica Lewinsky; impeachment and apology.*

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Question 4

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

Question: **Explain why the Brown vs Board of Education of Topeka case was an important milestone in the struggle for black Americans to gain equal rights. [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 background to the case, including the issue of segregation in the 1950s; Jim Crow laws, education, Plessy vs Ferguson; separate but equal doctrine; the impact of the Second World War on attitudes towards civil rights*
- *Linda Brown, one of 13 students in involved in a class-action lawsuit against the public school system in Topeka, Kansas, which refused to enrol her in the school closest to her home, instead forcing her to travel to a segregated black school further away*
- *Brown vs Topeka was the first case to challenge segregation in education*
- *it challenged the unfairness of the separate but equal doctrine*
- *the role of the NAACP and Thurgood Marshall*
- *it resulted in the Supreme Court declaring segregation in education as illegal and unconstitutional*
- *it set a precedent for further challenges in education, such as at Little Rock, and also for the Montgomery Bus Boycott.*
- *it provided a catalyst for change and ensured that the issue of segregation could not be ignored*
- *the impact of the backlash following the case, continued litigation.*

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Question 5

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

Question: **How important was the Truman Doctrine in changing relations between the US and the USSR between 1945 and 1973?**

[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.

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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; NATO*
- *increase of rivalry due to the doctrine; Marshall aid; involvement of the US in European affairs; USSR countermeasures. Cominform*
- *how the Truman Doctrine became the cornerstone of US foreign policy throughout the Cold War period*
- *intervention and involvement – the Berlin Crises of 1948–49 and 1961 and the consequences, the Cuban Missile Crisis and its impact; The Vietnam War*
- *Berlin: Tension, blockade and airlift; increases in rivalry; Berlin wall 1961; tank standoff*
- *Cuba; spying, tension, rivalry and threat, areas of influence; brinkmanship*
- *Vietnam; containment and failure of; spread of communism to neighbouring countries; inability to win the war; changes to policy*
- *failures of the policy*
- *other factors such as changing relations after the Second World War, ideological rivalry, the arms race and Soviet expansionism.*

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