GCSE MARKING SCHEME

SUMMER 2023

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 2023 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 2023 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*

Question: e.g. **Describe the Berlin Crisis of 1948–1949**. **[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 merging of the Allied zones of occupation into one and Stalin`s response in blockading all rail, road and canal links from East Germany and East Berlin into West Berlin*
- *the view of the Western powers that this was an attempt to starve Berlin into surrender and the decision to supply Berlin by air*
- *the allied use of three air corridors over the Soviet zone to airlift goods, dropping over 2 million tonnes of supplies over 318 days, into the city*
- *how Stalin could do little, as an attack on an allied plane would amount to an act of war and how he was forced to step down and lift the blockade on the 12 May 1949*
- *how the blockade and airlift would result in Germany being divided into two separate countries – the Federal Republic of Germany in the west, and the German Democratic Republic in the east.*

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 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 the Berlin Crisis of 1948–1949.** **[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 merging of the Allied zones of occupation into one and Stalin`s response in blockading all rail, road and canal links from East Germany and East Berlin into West Berlin*
- *the view of the Western powers that this was an attempt to starve Berlin into surrender and the decision to supply Berlin by air*
- *the allied use of three air corridors over the Soviet zone to air-lift goods, dropping over 2 million tonnes of supplies over 318 days, into the city*
- *how Stalin could do little, as an attack on an allied plane would amount to an act of war and how he was forced to step down and lift the blockade on 12 May 1949*
- *how the blockade and airlift would result in Germany being divided into two separate countries – the Federal Republic of Germany in the west, and the German Democratic Republic in the east.*

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Question 2

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

Question: **How far did the lives of the American people improve between 1945 and 1960? [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:

- *the Second World War was a catalyst for change*
- *as the world`s markets opened up there was a massive increase in the demand for American goods*
- *the policies of Truman and Eisenhower witnessed a huge increase in economic activity*
- *opportunities for many Americans increased after 1945 as domestic spending increased*
- *television and car ownership increased hugely*
- *living standards improved along with the demand for consumer goods as people pursued the "American Dream"*
- *many middle-class Americans were drawn to life in suburbia*
- *between 1945 and 1960 there was a baby boom which increased the population by 40 million*
- *by 1960 the USA had become the strongest economic power in the world*
- *not all Americans experienced the prosperity – black Americans and many people in the southern states continued to struggle*
- *with no national health service, many Americans were unable to access medical care and welfare services.*

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Question 3

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

Question: **Many young Americans became rebellious in the 1950s and 1960s as a result of influences such as:**

- **musical styles**
- **films**
- **literature**

Arrange the factors in order of their significance in influencing many young Americans to become more rebellious in the 1950s and 1960s.
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:

- *musical styles influenced many young Americans to became rebellious in the 1950s and 1960s for a number of reasons; the years after the Second World War saw the emergence of the 'teenager' with different tastes and fashions to previous generations and the widening of "the gap"; new trends in popular music in the 1950s such as rock and roll and the emergence of stars such as Elvis Presley and Little Richard influenced youngsters in their dress, behaviour and attitude to authority; the 1960s came to be dominated by new musical styles, and a new pop scene developed as "Beatlemania" gripped the nation; the 1960s saw some young Americans adopt the alternative hippie lifestyle which was influenced by the music of the time, mystical religions and psychedelia and resulted in the rejection of conformity and the pursuit of alternative lifestyles; the high point of the movement was the Woodstock festival of 1969; music was also a vehicle for anti-Vietnam War and civil rights protests*
- *films influenced many young Americans to became rebellious in the 1950s and 1960s for a number of reasons; the emergence of screen idols and anti-heroes had an impact on the attitudes and behaviour of many young Americans. "Rebel Without a Cause" was the first film aimed specifically at a teenage audience, and which dramatised juvenile violence; its central character, played by James Dean, led to youngsters copying his clothing and rebelling against parental authority; ground-breaking films such as "Inherit the Wind" and "To Kill a Mockingbird" highlighted social and cultural issues in society, causing young Americans to challenge traditionally held values; drive-in cinemas increased in popularity from the 1950s and encouraged sexual promiscuity and were dubbed "passion pits"*
- *literature influenced many young Americans to became rebellious in the 1950s and 1960s for a number of reasons; the work of writers like Salinger and Kerouac led many young people to question the values of the time; attitudes towards authority began to break down and young people adopted different views on topics such as sex, drugs and crime; literature contributed to the development of a counter-culture and dropouts, beatniks and hippies challenged the traditional conservatism of society; many college students began to openly criticise 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; African-American authors focused on racial inequality and encouraged young Americans to protest and campaign for civil rights; Betty Frieden`s "The Feminine Mystique" encouraged many young Americans to challenge the traditional role of women in society.*

Credit reference to how changes in youth behaviour were not universal and many young people did not experience the changes because of a lack of wealth or the need or desire to conform.

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Question 4

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

Question: **Explain why President Kennedy was popular with many Americans. [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 1960s ushered in a new era, and Kennedy`s persona and upbeat approach embodied the optimism of a nation*
- *Kennedy`s "New Frontier" policy aimed to unite and inspire the American people as he launched an ambitious programme of social and economic reform*
- *tax cuts were well received, and the creation of public works and training schemes led to a fall in unemployment*
- *social reforms including plans to increase the minimum wage, introduce "Medicare" and the Social Security Act of 1962 were popular with the elderly and unemployed*
- *Kennedy emerged as the hero of the Cuban Missile Crisis and his ambitious space programme lifted the nation during the Cold War*
- *he sought to improve civil rights for black Americans and introduced a Civil Rights Bill in 1963, though it was rejected by Congress*
- *Kennedy showed his willingness to support the rights of women and the Equal Pay Act of 1963 was well received by female employees*
- *Kennedy's assassination traumatised, yet unified, a nation and his aims formed the basis of Johnson`s "Great Society".*

Answers should focus on Kennedy's time in office, and not his wider legacy.

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Question 5

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

Question: **How important was the experience of the Second World War in gaining equal rights for black Americans in the USA? [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:

- *how the war acted as a catalyst in the pursuit of equal rights for black Americans*
- *how segregated "Jim Crow" units highlighted the irony of black Americans fighting a racist power like Germany while experiencing racism at home*
- *increased opportunities for black Americans to prove themselves in battle, for example, the Tuskegee Airmen and the 761st Tank Battalion (Black Panthers)*
- *how, by the latter stages of the war, there were hundreds of black officers in the army and the marines together with squadrons of black pilots*
- *desegregation in the navy in 1946 and other services by 1948*
- *the contribution of 2 million black Americans on the home front prompting Roosevelt to issue Executive Order 8802, which stopped discrimination in industry and government jobs*
- *the support of black Americans for the "Double V" campaign, which aimed at victory on the fighting fronts and improved civil rights at home*
- *Truman's post-war support for the issue of civil rights, which raised the nation's awareness of the situation*
- *how the war stirred black consciousness and how black Americans became politicised, leading to increased membership of the NAACP and to the creation of CORE*
- *how racism remained an issue with reference to race riots during the war and to how little changed in the South*

In order to fully analyse and explain the importance of the Second World War in the struggle to gain equal rights, answers should also consider the importance of other factors such as: challenges to the education system, improvements in voter registrations and how the Second World War laid the basis for civil rights protest in the 1950s and 1960s and to the rise of prominent individuals.

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