



GCSE MARKING SCHEME

SUMMER 2011

**HISTORY - OUTLINE STUDY
THE UNITED STATES OF AMERICA, 1929-2000
4284/03**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2011 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on the paper as a whole. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

PAPER 4284/03 – THE UNITED STATES OF AMERICA, 1929-2000

MARKING SCHEME

Question 1(a)

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about some American women in the 1960s?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source

Award two marks for two relevant selections from the source

The following can be credited:

They went on marches/demonstrations

They protested for equality

They joined the National Organisation for Women

Credit reference to them being feminists and women's liberation groups

Question 1(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe Kennedy's New Frontier policy.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer with a weak or implied point made** [1-2]

Eg: Kennedy's aim to improve life for Americans by reducing unemployment and tackling poverty.

LEVEL 2 **A more detailed and accurate description** [3-4]

Eg: answers will refer to Kennedy's programme to eliminate poverty and inequality. There may be reference to attempts to improve health care (Medicare), reform education, improve housing, reduce unemployment, increase social security and raise the minimum wage. Candidates may also refer to his Civil Rights Bill and the need to combat communism at home and abroad.

Question 1(c)

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why unemployment in the USA fell between 1932 and 1941.** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus** [1-2]
Eg: Source B shows evidence of mass unemployment in 1932 whereas Source C says that unemployment fell throughout the 1930s.

LEVEL 2 **Accurate answer which addresses the question: Answers worth 3 marks will mostly describe** [3-4]
Eg. Source B shows unemployed men having to queue for free food in 1932 whereas Source C says that unemployment fell because of a big demand for goods.

Answers worth 4 marks will try to focus on the concept of change
Eg: answers will begin to explain why unemployment fell in the 1930s. There will be reference to soup kitchens for the unemployed during the Great Depression as shown in Source B whereas Source C says that unemployment fell in the 1930s. This was largely due to the New Deal and its alphabet agencies which put America back to work. Answers may also mention the demand for goods created by the drift to war by 1941.

LEVEL 3 **Answer which refers to both the sources and own knowledge to explain the concept of change** [5-6]
Eg: answers will focus on the reasons for the fall in unemployment in the 1930 as shown in Source C. There should be reference to mass unemployment as shown in Source B which reached 13 million in 1932 during the Great Depression. There should be mention of the New Deal and alphabet agencies such as the FERA, CCC, PWA and WPA which put America back to work. There should also be mention of the USA's involvement in WW2 which lifted America out of depression as men were conscripted into the armed forces or found work in factories.

There must be explicit reference to both sources in order to access Level 3.

Question 1(d)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **How important were new musical styles in changing the lives of young Americans in the 1950s and 1960s?** [8]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer, making few relevant points** [1-3]
Eg: young Americans listened to rock 'n roll in the 1950s and were influenced by Bob Dylan and Jimi Hendrix in the 1960s.

LEVEL 2 **More detailed and accurate explanation, with an attempt at analysis / judgement, not fully sustained** [4-6]
Eg: for 4 marks candidates will offer descriptive accounts of popular music in the period.
for 5 marks candidates will offer a limited attempt to explain the issue
for 6 marks they will offer a reasonable attempt to focus on the importance of music with reference to the generational revolt of the rock 'n roll and hippy eras. There may be reference to how Elvis popularised black music and to how many youths became rebellious and promiscuous in the 1950s. There may be reference to the progressive music of Hendrix, the attraction of the hippy lifestyle of free love and drug taking.

LEVEL 3 **Detailed and accurate explanation which provides a reasoned judgement / evaluation; the answer addresses the thrust of the question** [7-8]
Eg: candidates will build on L2 responses but with a sharper focus on how music affected the lives of young Americans. There will be a greater attempt to explain and analyse how popular music in the period influenced and changed the lives of many young Americans with emphasis on rebellion and the rise in juvenile delinquency in the 1950s along with the drop-out and turn on culture of the hippies in the 1960s and to music as a vehicle for anti-Vietnam protest. There may be reference to other influences such as film star role models and to the impact of literature which made for changing lifestyles.

Question 2(a)

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about the Black Power Movement in the 1960s?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source

Award two marks for two relevant selections from the source

The following can be credited:

Athletes used the Olympic medal ceremony to protest/get publicity

They used the raised arm, clenched fist salute

They wore black gloves

Credit reference to Tommie Smith and John Carlos (if given).

Question 2(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the treatment of Black Americans in the 1930s** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer with a weak or implied point made** [1-2]
Eg: black Americans had separate facilities in the south and were racially abused by the KKK.

LEVEL 2 **A more detailed and accurate description** [3-4]
Eg: black Americans were discriminated against by the Jim Crow Laws, abused by the KKK, denied the right to vote and lacked educational opportunities. There may be reference to the exploitation of sharecroppers and that they were hit hard during the Depression.

Question 2(c)

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain how the rights of black Americans changed in the 1960s.** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; paraphrases the sources [1-2]

Eg.: Source B shows people demanding changes to the voting system, Source C shows that black Americans were able to vote by 1965.

LEVEL 2 Accurate answer which addresses the question: Answers worth 3 marks will mostly describe [3-4]

Eg. Source B shows black Americans and white sympathisers demonstrating for the right to vote, Source C shows that the law had changed allowing them to vote by 1965.

Answers worth 4 marks will try to focus the concept of change

Eg.: answers will begin to explain how the situation changed by referring to Source B showing protesters demanding an end to the literacy tests and other obstacles which stopped black Americans from voting and how, by 1965, the law had changed allowing them the vote.

LEVEL 3 Answer which refers to both the sources and own knowledge to explain the concept of change [5-6]

Eg.: answers will focus on the demonstrators in Source B protesting for an end to the barriers that prevented many black Americans from registering to vote. Source C shows that by 1965 black Americans were able to vote because of changing attitudes and changes in legislation in terms of the Civil Rights Act of 1964 and the Voting Act of 1964.

There must be explicit reference to both sources in order to access Level 3.

Question 2(d)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: **How important was Martin Luther King to the Civil Rights Movement?** [8]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer, making few relevant points [1-3]
Eg: King was the leader of the Civil Rights Movement and he worked to improve the lives of black Americans.

LEVEL 2 More detailed and accurate explanation, with an attempt at analysis / judgement, not fully sustained [4-6]
Eg: for 4 marks candidates will offer descriptive accounts of the work of King.
for 5 marks candidates will offer a limited attempt to explain the issue
for 6 marks they will offer a reasonable attempt to focus on his contribution to the CRM in terms of his leadership, role in the Montgomery Bus Boycott, pacifist approach and his inspirational speeches.

LEVEL 3 Detailed and accurate explanation which provides a reasoned judgement / evaluation; the answer addresses the thrust of the question [7-8]
Eg.: candidates will build on L2 responses but with a sharper focus on the importance of King. There will be a greater attempt to explain and analyse his pivotal role in the SCLC and the CRM, his appeal to a broad audience of both black and white Americans and how he gained presidential support, stirred the conscience of a nation and moved the CRM to the centre of world attention.

Question 3(a)

Target:	Comprehension of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about the Cuban Missile Crisis?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source

Award two marks for two relevant selections from the source

The following can be credited:

It shows missile bases on Cuba
The missiles had a range of 2,000 miles
Most US Cities were in range of the missiles
Credit reference to events of the crisis.

Question 3(b)

Target:	Selection of knowledge; understanding of key features		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Describe the tactics used by the Vietcong in the war in Vietnam.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer with a weak or implied point made** [1-2]
Eg: answers will refer to use of ambushes and the use of tunnels.

LEVEL 2 **A more detailed and accurate description** [3-4]
Eg: answers will refer to tactics such as guerrilla warfare, booby traps, punji sticks and landmines.

Question 3(c)

Target:	Selection of knowledge; understanding of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	3	1

Question: **Use Sources B and C and your own knowledge to explain why American foreign policy had changed by the 1950s** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases the sources; rambles off the point** [1-2]

Eg: Source B says that America should not get involved in world affairs whereas Source C shows troops fighting in S.E. Asia.

LEVEL 2 **Accurate answer which addresses the question: Answers worth 3 marks will mostly describe** [3-4]

Eg. Source B shows the isolationist stance of the U.S.A. in the 1930s whereas Source C shows that America got more involved in world affairs after the Second World War.

Answers worth 4 marks will try to focus the concept of change

Eg: answers will begin to suggest reasons for the change in direction in foreign affairs from isolationism in Source B to the post-war need to combat the threat of communism in Source C.

LEVEL 3 **Answer which refers to both the sources and own knowledge to explain the concept of change** [5-6]

Eg: answers will focus on Source B and the isolationist policy which the US pursued throughout the 1930s and her reluctance to become involved in the problems of other countries before involvement in World War Two. Source C shows a reversal of this policy with the announcement of the Truman Doctrine and the post-war move to interventionism in order to contain the spread of communism.

There must be explicit reference to both sources in order to access Level 3.

Question 3(d)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
8	4	4	

Question: How far did relations between the USA and the USSR change in the 1970s and 1980s? [8]

LEVEL 1 Generalised answer, making few relevant points [1-3]
Eg: a lot because of both sides wanting to avoid war

LEVEL 2 More detailed and accurate explanation, with an attempt at analysis / judgement, not fully sustained [4-6]
*Eg: for 4 marks candidates will offer descriptive accounts of changing relations between the superpowers
 for 5 marks candidates will offer a limited attempt to explain the issue
 for 6 marks they will offer a reasonable attempt to focus on the need to develop better relations in the 1970s to reduce the threat of nuclear war and to the signing of agreements to limit arms. There may be reference to worsening relations in the 1980s.*

LEVEL 3 Detailed and accurate explanation which provides a reasoned judgement / evaluation; the answer addresses the thrust of the question [7-8]
Eg: candidates will build on L2 responses but with a sharper focus on the extent of change in their relationship. There will a greater attempt to explain and analyse détente and the imperative of reducing nuclear war, the need to make cuts in defence spending and the shift in policy caused by the experience of Vietnam. There should be reference to agreements to limit arms and to how relations deteriorated in the early 1980s with Reagan's anti-communist stance. These should also be mention of improved relations by the end of the decade.

Question 4

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How far did American society develop between 1929 and 2000?** **[10]**

LEVEL 1 **Brief, generalised, vague answers; poor quality of written communication** **[1-2]**
Eg: America is now a very rich society.

LEVEL 2 **Apply the following framework:** **[3-5]**
Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes
Quality of written communication will be sound, with some faults
Eg: candidates may focus on one period in the development of America in the twentieth century, for example, the 1930s with references to the Depression and the New Deal. Alternatively candidates may provide a poor outline of the development of the USA across the period with brief references to the scaffold and very little development and little attempt to differentiate between the impact that these changes had on different groups of Americans or on society as a whole.

LEVEL 3 **Apply the following framework:** **[6-8]**
Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change
Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change
Quality of written communication will be good, with few faults
Eg: candidates may provide highly differentiated responses discussing the impact of many developments in the USA on various groups including women, black people, young people, minority groups, different social classes and so on but fail to cover the whole period. Alternatively candidates may provide good chronological accounts of the political, economic and social development of the USA across most of the period. There will be little attempt however to differentiate between the experiences of different groups of Americans and only limited comment on which were the MOST significant changes in American society in this period.

LEVEL 4 **An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage** **[9-10]**
Quality of written communication will be very good, with very few faults
Eg: candidates will provide good chronological accounts of the development of the USA across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the most significant political, economic and social changes, and differentiate more effectively between the impact of these changes on different groups of Americans. Candidates may comment on the contrast between urban and rural America, the varying impact of developments on different racial groups, the contrast between North and South and between different social classes.

Question 5

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **How did the lives of black Americans improve between 1929 and 2000?** [10]

LEVEL 1 **Brief, generalised, vague answers; poor quality of written communication** [1-2]
Eg: life go better for black Americans because of what Martin Luther King did.

LEVEL 2 **Apply the following framework:** [3-5]
Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes
Quality of written communication will be sound, with some faults
Eg: candidates may focus on the development of the race issue in one period only, for example the development of Civil Rights in the 1950s and 1960s. Alternatively candidates may provide a poor outline of the development of the race issue in the USA across the period with brief references to the scaffold and very little development.

LEVEL 3 **Apply the following framework:** [6-8]
Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change
Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change
Quality of written communication will be good, with few faults
Eg: candidates may provide differentiation and/or comment on the pace of change in the development of black society in different periods but coverage of the period will be incomplete. Alternatively, candidates may provide good chronological accounts of the political, economic and social development of black people in the USA across the period. There will be some attempt to comment on the varied experiences of different groups of black people and the uneven pace of change in different periods. There will also be an attempt to identify the MOST important factors that led to change.

LEVEL 4 **An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage** [9-10]
Quality of written communication will be very good, with very few faults
Eg: candidates will provide good chronological accounts of the development of black society in the USA across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment more explicitly on the MOST significant factors that led to change. Candidates will also begin to differentiate more effectively between the varied experiences of different groups of black Americans by class, gender and geographical location. Candidates will also appreciate that black development was not equal to that of whites across much of the period and that the pace of change for black people varied in different periods.

Question 6

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

- Question: **How important was the USA in foreign affairs between 1929 and 2000?** [10]
- LEVEL 1** **Brief, generalised, vague answers; poor quality of written communication** [1-2]
Eg: the USA used its military power and became a superpower.
- LEVEL 2** **Apply the following framework:** [3-5]
Award 3/4 marks for a couple of related facts; superficial coverage; weak references to issue of change
Award 5 marks for development of scaffold only; partial coverage; a patchy overall outline; some reference to changes
Quality of written communication will be sound, with some faults
Eg: candidates may concentrate on one period only, for example the USA's foreign policy during the Cold War. Alternatively, candidates may provide a poor outline of American foreign policy across the period and American attempts to promote its position in the world, with brief references to the scaffold and very little development.
- LEVEL 3** **Apply the following framework:** [6-8]
Award 6 marks for answers with more developed chronological grasp but with imbalanced coverage and some reference to issue of change
Award 7/8 marks for a very good chronological coverage of whole period; with good supporting detail; clear attempt to discuss issue of main developments and extent of change
Quality of written communication will be good, with few faults
Eg: candidates may appreciate the shifting nature of US foreign policy together with varied attempts to promote its position in the world but fail to cover the whole period. Alternatively, candidates may provide a good chronological account of the main events of US foreign policy across the period with some attempt to focus on the shift from pre-1945 isolationism through to post-war interventionism and the containment of communism together with changes in relations between the superpowers in the 1970s and 1980s.
- LEVEL 4** **An effective overview of the main developments with a genuine attempt to discuss issue of change; recognition of the varying impact of changes; must build on very good chronological coverage** [9-10]
Quality of written communication will be very good, with very few faults
Eg: candidates will provide a poor chronological outline of US foreign policy across the period as in Level 3 but in greater depth and detail. Candidates will also begin to comment on the shifts in foreign policy from isolationism to interventionism and containment and the varying ways in which it attempted to promote itself in world affairs across the period. They should also discuss the crucial importance of the Second World War in re-orientating American foreign policy and the part it played in turning the USA into a nuclear superpower. Within the context of the Cold War candidates will recognise changes from deterrence to détente as a way of promoting its international position, and the way in which US relations improved with some countries and deteriorated with others at different times.