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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

**HUMANITIES**

**UNIT 2 - PAPER 02  
THE USA, 1945-1975  
4322/02**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2016 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.

**Award 0 marks if the answer is  
incorrect or irrelevant.**

# GCSE Humanities

## 4322/02 The USA 1945-75

### SECTION A

#### Question 1

- (a) Give two ways in which black Americans were segregated after 1945. [2]

AO1	AO2	AO3	total
2	0	0	2

#### **Point marking**

*Credit one mark for each valid statement to max 2.*

*public places, schools, water fountains, toilets, public transport, bus stations, railway stations, buses, trains, swimming pools, lunch counters, restaurants, hotels, theatres, cinemas, voting, etc.*

- (b) Describe how the civil rights laws passed by the US government in the 1960s tried to improve the lives of black Americans. [4]

AO1	AO2	AO3	total
3	1	0	4

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks
Description	Basic description or simple list.	More detailed description with more than one accurate point. Elaboration more than one point needed to gain 4 marks.

#### **Indicative content:**

*1964 Civil Rights Act made segregation in public places and discrimination in jobs illegal and set up the Equal Employment Opportunity Commission to investigate complaints; 1965 Voting Rights Act made it illegal to prevent people from voting because of their race; 1967 Supreme Court Ruling on inter-racial marriage made it illegal to ban interracial marriages; 1968 Civil Rights Act made racial discrimination in housing illegal.*

*DO NOT CREDIT references to the Linda Brown Case, Little Rock High School or the Montgomery Bus Boycott as they were in the 1950s.*

*PLEASE NOTE students must refer to more than just the 1964 Civil Rights Act to be awarded Level 2 4 marks.*

- (c) How useful is Source A to an historian studying the campaign for civil rights for black Americans in the 1950s and 1960s? [4]

AO1	AO2	AO3	total
2	0	2	4

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks
Evaluation of use of a source	Descriptive answer.	Usefulness of the source is considered in terms of its content <b>or</b> origin/purpose.  4 marks for a balanced consideration where the content <b>and</b> origin of the source are discussed.

**Indicative content:**

Useful – it shows black American athletes using the Olympics medal ceremony to make a Black Power salute in front of the world’s media.

Possible limitations of the source – it does not show what the Civil Rights Movement campaigners did to protest; it shows a protest in 1968 not any of the earlier protests; it does not show how people reacted to the protest or the reasons for it.

Origins – as well as being limited in time to 1968 the source may be biased if the newspaper is using it to either highlight the problems being faced by black Americans or to criticise the protest.

(d) Explain why American schools were desegregated in the 1950s and 1960s. [6]

AO1	AO2	AO3	total
2	4	0	6

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks	<b>L3</b> 5-6 marks
Explanation	Description or simple list of reasons.	Explanation with some accuracy.  Elaboration of at least one point needed to gain 4 marks.	Valid and detailed explanation.  Elaboration of more than one point with accurate linkage between them.

**Indicative content:**

*Low level answers will describe the 1954 Linda Brown court case, the 1957 Little Rock High School incident, James Meredith and other black students attending universities after 1960. Better answers will look as to reasons why – the support of the Supreme Court in using the Brown Case to ban segregation in education as being illegal across the USA because it was unconstitutional – the law is “colour-blind” (Chief Justice Earl Warren); the media attention given to white mobs threatening the Little Rock Nine resulting in President Eisenhower sending troops to protect them; the threats made to James Meredith resulting in him needing 100s of US Marshalls to protect him at university; negative publicity generated by Alabama Governor George Wallace’s public opposition to black students attending Mississippi University, etc.*

*Level 2 and Level 3 answers will develop these points into full reasons.*

- (e) Why do Sources B and C give different views about the methods used by protesters campaigning for civil rights for black Americans? [6]

AO1	AO2	AO3	total
2	0	4	6

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks	<b>L3</b> 5-6 marks
Explanation	Limited description of content of sources. Likely to be repetition or paraphrasing of content.	Some explanation of content of sources.	Explanation of content of sources.
Evaluation of authorship	<i>Copied or paraphrased authorship only</i> Max 2 marks if no reference to authorship.	Some evaluation of the authorship.	Clear and detailed evaluation of the importance of the authorship.  For 6 marks there is a direct comparison of the purpose of the sources.

**Indicative content:**

*Source B is from a speech by Civil Rights campaigner Martin Luther King promoting his idea of non-violent civil disobedience, working with the white community, not against it; it is written at the time of the Civil Rights campaign and is expressing Martin Luther King's feelings as events unfolded.*

*History textbook in Source C is based on evidence, research and has the advantage of hindsight; the author is less likely to be biased or emotionally involved in the topic and has to be more factually correct as it is in a school textbook which will be checked for accuracy, although the author's conclusion may have been simplified for the audience.*

*Source B's experience was particular to the more peaceful Civil Rights Movement campaigners and is not necessarily similar to the experience of other people. Source C is trying to give an overview of a wide range of different experiences but is focussing on the more violent civil rights groups, from the Black Power perspective.*

- (f) "The Montgomery Bus Boycott was the most important event in the campaign for equal civil rights for black Americans". To what extent do you agree with this statement?

[8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1-2 marks	<b>L2</b> 3-5 marks	<b>L3</b> 6-8 marks
	<b>A narrative</b>	<b>Understands that there are arguments for and against the issue</b>	<b>A full understanding for and against the issue and a judgement is made based on evidence</b>
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one <b>or</b> both sides of the argument.  Max 4 marks for one-sided discussion of the statement.  For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made for and against the statement.  For 7-8 marks must be detailed and accurate. A judgement about the <b>most important</b> reason has been reached.
Analysis / conclusion	Conclusion is not attempted.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where historical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

**Indicative content:**

Agrees – achieved the desegregation of public transportation in Alabama and then across the USA; was an inspiration to the Freedom Rides of 1961; showed the success of sustained peaceful civil disobedience and the economic power that black communities used against companies who discriminated against them.

Outlines other developments – other campaigns like the one against segregation in education; Black Power protests; support of Presidents like Eisenhower, Kennedy or Johnson.

May point out it gave a public stage to Martin Luther King who went on to have wider importance in the struggle for civil rights.

For 7/8 marks there must be a judgement from the candidate – agrees/disagrees with the statement and reasons why.



## SECTION B

### Question 2

- (a) Give two ways in which President Johnson’s “Great Society” programme tried to improve the lives of the American people in the 1960s. [2]

AO1	AO2	AO3	total
2	0	0	2

#### **Point marking**

*Credit one mark for each valid statement to max 2.*

*providing training for young people (Economic Opportunity Act); medical insurance for poor or old people (Medicare, Medicaid); helping to replace slum housing (Development Act); Civil Rights laws 1964 & 1968*

- (b) Describe two ways in which entertainment changed in the USA between 1945 and 1975. [4]

AO1	AO2	AO3	total
3	1	0	4

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

#### **Indicative content:**

*popular music – from “Mom and Dad” music through 1950s Rock N Roll to Beatlemania, protest songs and the psychedelia of the 1960s; cinema and the development of colour films, stereo sound, widescreen, 3D as well as drive-in movies; television – comedies, soap operas, variety shows*

*Credit any relevant examples as details e.g. Elvis Presley, Bob Dylan, Rebel Without a Cause, Easy Rider, I Love Lucy, The Ed Sullivan Show etc.*

- (c) Explain why the 1963 assassination of President Kennedy shocked the American people.

[6]

AO1	AO2	AO3	total
2	4	0	6

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks	<b>L3</b> 5-6 marks
Explanation	Description or simple list of reasons.	Explanation with some accuracy.  Elaboration of one or more points needed to gain 4 marks.	Valid and detailed explanation.  Elaboration of more than one point with accurate linkage between them.

**Indicative content:**

*Low level answers will describe President Kennedy's shooting in Dallas – the motorcade, Lee Harvey Oswald in the Book Depository, the possibility of other shooters from the Grassy Knoll etc.*

*Better answers will look as to reasons why it was shocking – the very public murder of a young and increasingly popular President with young children was difficult for many people to come to terms with; people were informed of the shooting as soon as it happened as radio and TV reports interrupted normal broadcasts; rival theories as to who was responsible – “lone gunman” or “conspiracy theory”?*

*Level 2 and Level 3 answers will develop these points into full reasons.*

- (d) "The Watergate Scandal was the most important political event in the lives of Americans between 1945 and 1975." How far do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	<b>L1</b> 1-2 marks	<b>L2</b> 3-5 marks	<b>L3</b> 6-8 marks
	<b>A narrative</b>	<b>Understands that there are arguments for and against the issue</b>	<b>A full understanding for and against the issue and a judgement is made based on evidence</b>
Description and explanation of evidence	A few simple points are made with no elaboration. OR A purely descriptive answer.	A range of points are made on one <b>or</b> both sides of the argument.  Max 4 marks for one-sided discussion of the statement.  For 4 or 5 marks some points are elaborated.	For 6 marks a range of points are made for and against the statement.  For 7-8 marks must be detailed and accurate. A judgement about the <b>most important</b> reason has been reached.
Analysis / conclusion	Conclusion is not attempted.	Conclusion is supported with simple statements.	Conclusion is justified by direct reference to the evidence.
QWC	Communication is unclear. The answer is likely to be unstructured. There are a number of errors in spelling and / or punctuation.	Communication is clear and there is an attempt to structure the answer. There are few errors in spelling and / or punctuation.	Communication is articulate and the answer has a clear structure. Where historical terms are used they are used correctly. There is clear accuracy of spelling, punctuation and grammar.

**Indicative content:**

Agrees – shock amongst the American people that the President was caught using his powers to cover up attempts to covertly gain information from his rivals leading to his resignation to avoid impeachment, resulting in the immediate reduction of the powers of the President and long term damage to the reputation of the office of President, leading to the election of Jimmy Carter, a simpler and more straightforward candidate.

Outlines other developments – the Great Society programme, the Kennedy assassination – could also draw from other Learning Outcomes e.g. Johnson and Civil Rights, the Truman Doctrine.

May consider that Watergate confirmed cynicism that people already had towards politicians e.g. Johnson's promises about improving life for ordinary Americans but distracted by Vietnam, conspiracy theories about Kennedy assassination etc.

For 7/8 marks there must be a judgement from the candidate – agrees/ disagrees with the statement and reasons why.

### Question 3

- (a) Give two features of communism. [2]

AO1	AO2	AO3	total
2	0	0	2

**Point marking**

Credit one mark for each valid statement to max 2.

Communism - dictatorship, no choice between candidates in elections, no freedom of speech, everyone is paid the same by the state, property belongs to the state, everyone is equal

- (b) Describe how some Americans opposed the war in Vietnam. [4]

AO1	AO2	AO3	total
3	1	0	4

	L1 1-2 marks	L2 3-4 marks
Description	Basic description with little or no elaboration or simple list of points.	Detailed description with more than one accurate point. Elaboration of one or more points needed to gain 4 marks.

**Indicative content:**

performing and listening to protest songs e.g. “Fortunate Son”, “Eve of Destruction”, “Ohio”, “War (what is it good for?)” etc.; chanting e.g. “Hey Hey LBJ How Many Kids Have You Killed Today?”; protest marches e.g. marches on Washington, or university Campuses like Kent State; draft dodging – burning draft cards, becoming fugitives, going to prison e.g. Muhammed Ali; dropping out of society and becoming hippies; honest and shocking coverage of the war in the media – TV, radio, newspapers, magazines e.g. Walter Cronkite’s exposé of the Tet Offensives, Time Magazine and the My Lai massacre; black American opposition e.g. anti-war speeches of Martin Luther King and Stokely Carmichael, Black Panthers and opposition to the draft, etc.

(c) Explain why the Cuban Missile Crisis scared many Americans

[6]

AO1	AO2	AO3	total
2	4	0	6

	<b>L1</b> 1-2 marks	<b>L2</b> 3-4 marks	<b>L3</b> 5-6 marks
Explanation	Description or simple list of reasons.	Explanation with some accuracy.  Elaboration of one or more points needed to gain 4 marks.	Valid and detailed explanation.  Elaboration of more than one point with accurate linkage between them.

**Indicative content:**

*Low level answers will describe the discovery of Soviet missile sites on Cuba and the USA's response to send out the Navy to quarantine the island, threat of nuclear war.*

*Better answers will look as to reasons why this was so serious – the proximity of the Soviet ally Cuba to the USA; the threat to USA's cities posed directly by nuclear missiles positioned on Cuba; brinkmanship and escalation towards a nuclear conflict that could result in Mutually Assured Destruction; television coverage of the crisis, JFK's appearance on television to explain his response to the situation, panic buying, etc.*

*Level 2 and Level 3 answers will develop these points into full reasons.*

- (d) "Propaganda exercises like the Space Race were the most important reason for tension between the USA and the Soviet Union during the Cold War". To what extent do you agree with this statement? [8]

AO1	AO2	AO3	total
3	3	2	8

	L1 1-2 marks	L2 3-5 marks	L3 6-8 marks
	<b>A narrative</b>	<b>Understands that there are arguments for and against the issue</b>	<b>A full understanding for and against the issue and a judgement is made based on evidence</b>
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**Indicative content:**

Agrees – propaganda exercises like the Space Race encouraged competition and increased tension between the two sides as they tried to demonstrate technological superiority over each other.

Outlines other developments – rivalry between communism and capitalism; post-war Soviet takeover of Eastern Europe inspired the Truman Doctrine and the policy of containment which were behind many of the other events in the Cold War; Berlin Airlift (1948-9) and Wall (1961-89) became physical symbols of the ideological conflict between the USA and USSR; local issues e.g. Cuba and Vietnam.

May distinguish between the petty rivalries of the space race and more general feeling of competition and conflict between communism and capitalism that is behind all of the events of the Cold War.

For 7/8 marks there must be a judgement from the candidate – agrees/ disagrees with the statement and reasons why.