



GCSE MARKING SCHEME

SUMMER 2013

**HISTORY - OUTLINE STUDY
THE DEVELOPMENT OF THE USA 1929-2000
4284/03**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 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 – USA 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 unemployment in the USA between 1929 and 1945?** [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:

Shows that unemployment peaked at over 14 million in 1933

Shows that the New Deal helped to reduce unemployment

Shows that unemployment had dropped to under a million by 1944

Shows that the Second World War caused a huge fall in unemployment

Question 1(b)

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

Question: **Describe McCarthyism in the 1950s.** [4]

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

Eg: McCarthy hated communists and hunted them down during the “red scare.”

LEVEL 2 **A more detailed description with up to two accurate points made.** [3-4]

Eg: There should be reference to the anti-communist witch-hunt, the unearthing of un-American activities, Senate hearings and how careers and lives were destroyed.

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 the attitudes of some American women had changed by the 1960s.** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus.** [1-2]

Eg: Source B says that before 1945 most American women had traditional roles as wives and mothers whereas Source C shows women protesting against beauty contests.

LEVEL 2 **Accurate answer which begins to address the question.** [3-4]

Answers worth 3 marks will use the sources and own knowledge to describe the issue.

Eg: Source B shows the traditional role of women as homemakers before 1945 whereas Source C shows supporters of the liberation movement rejecting the traditional role and campaigning for their rights.

Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.

Eg: Source B says that before 1945 many women had traditional domestic roles but answers should explain that during and after the Second World War life changed for some as they became more independent. Source C shows that things had changed by the 1960s as liberation groups campaigned for improved rights. The women in the source are protesting against beauty contests which they argued degraded them.

LEVEL 3 **Answer addresses the question clearly.** [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: Answers will focus on explaining why the attitudes of some American women greatly changed by the 1960s. Source B says that before 1945 many women had traditional domestic roles and if they worked, women followed stereotypical jobs. There may be reference to how the war acted as a catalyst for change as women become more confident and independent and to the emergence of political pressure groups as shown in Source C where women are protesting against beauty contests which degraded women. There may be mention of increased educational opportunities in the 1950s and 1960s and to the influence of civil rights legislation. Some may focus on the phrase 'some women' and argue that change was gradual and mostly affected middle class women.

Question 1(d)

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

Question: **Why was Ronald Reagan a popular president?** [8]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer, making few relevant points. [1-2]

Eg: He was popular because he was an ex-Hollywood actor, he had a good image and was confident.

LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

Eg: He was popular because he was confident and at ease with the media. He promised to tackle the recession and introduced "Reaganomics" which cut taxes which was popular with many Americans.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5-6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: Responses will focus more sharply on his popularity in terms of his friendly confident manner and his aim to return to traditional American values and to uphold Christian principles. There should be reference to 'Reaganomics' which set out to tackle the recession which he inherited and tax cuts which contributed to the prosperity of the times. There may be reference to his tough stand against Communism and increased defence spending.

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7-8]

Eg: There will be greater attempt to explain the reasons for Reagan's popularity. There will be reference to his economic strategies, 'Reaganomics' and the 'trickle-down theory' which appealed to the business sector and middle classes. There may be reference to his values and his attempt to restore dignity to the presidency after Watergate together with mention of his positive, optimistic approach and to the mood of the times. Candidates may refer to his 'tough' stance at a time when the Cold War was ending and the collapse of communism. There may be mention of cuts in welfare spending, increases in taxation and the collapse of the stock market in 1987.

Question 2(a)

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

Question: **What does Source A show you about some black Americans 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:

Shows them marching in protest.

Shows demands for integrated schools.

Shows demands for freedom / equal rights / decent housing.

Question 2(b)

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

Question: **Describe the Black Power Movement.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: A movement led by Malcolm X who wanted black Americans to be proud of their race and called for violent action.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3-4]

Eg: A movement which began in the mid-1960s in large urban areas of America. There should be reference to the rejection of MLK's pacifist, Christian approach and to the advocacy of race war and the creation of a separate black state influenced by the Nation of Islam and epitomised by the Black Panthers.

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 why the education of many black American students had changed by the end of the 1960s.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources; lack of focus.** [1-2]

Eg: Source B shows a school for black American children whereas Source C says that by the 1960s more black American students were attending white schools and universities.

LEVEL 2 **Accurate answer which begins to address the question.** [3-4]

Answers worth 3 marks will use the sources and own knowledge to describe the issue.

Eg: Source B shows a segregated school for black pupils in the south in the early 1950s whereas Source C says that by the 1960s the situation had changed and schools and universities had become more integrated.

Answers worth 4 marks will use the sources and own knowledge to start to focus on the concept of change or improvement.

Eg: Source B shows a segregated school for black pupils in the south whereas Source C says many black students were attending integrated schools and universities as a result of cases like Brown v Topeka and events like that at Little Rock High which led to changes in the law to desegregation.

LEVEL 3 **Answer addresses the question clearly.** [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: Answers will focus on the fact that the education of some black students had changed by the end of the 1960s. Source B shows a poor, segregated school in the south whereas Source C says how the education system had changed by the 1960s as a result of landmark cases like Brown v Topeka and Little Rock and the work of the N.A.A.C.P. There may be reference to how the cases raised awareness and gained presidential support resulting in segregation in education being deemed illegal and unconstitutional. As a result, many black students were enrolled in white schools and universities. Candidates may argue that change was slower in the south where many schools refused to desegregate.

Question 2(d)

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

Question: **Why was the Second World War a turning point for black Americans?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, making few relevant points. [1-2]

Eg: Credit reference to black Americans fighting for their country and the hope that things would improve after the war.

LEVEL 2 Descriptive answer; limited attempt at analysis of key issue; weak evaluation seen. [3-4]

Eg: Credit reference to the experience of the Jim Crow Army on the war front in Europe and how black Americans thought they were fighting for a better life after the war along with the importance of two million black arms workers on the domestic front.

LEVEL 3 More detailed and accurate analysis, with an attempt at evaluation, not fully sustained. [5-6]

Answers worth 5 marks will make a limited attempt to analyse the key issue; some evaluation will be seen.

Answers worth 6 marks will make a reasonable attempt to analyse the key issue; an evaluation will be seen but there will be some imbalance.

Eg: Answers will focus more sharply on the contribution of the Jim Crow Army and the efforts of black workers on the domestic front. There should be reference to how the war acted as a catalyst for change as black Americans launched the 'Double V' campaign and became more politically aware, believing that their contribution would lead to change.

LEVEL 4 Detailed and accurate analysis which provides a reasoned evaluation; the answer is focussed on the issue in the question. [7-8]

Eg: There will be a greater attempt to explain and analyse the war as a turning point for black Americans by highlighting the issue of racism and discrimination in the armed forces. There should be analysis of the contribution of black Americans on the war and home fronts and how that experience leads to a prospect of change. There may be reference to Truman's post-war support for Civil Rights and how the war stirred black consciousness and how black Americans became politicised eg. membership of the N.A.A.C.P. rose from 50,000 to 450,000 and to the establishment of CORE.

Question 3(a)

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

Question: **What does Source A show you about US involvement in the Gulf War?** [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:

Shows the use of helicopters to transport troops

Shows well equipped troops

Shows troops in desert conditions

Credit reference to Desert Sabre

Question 3(b)

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

Question: **Describe some of the methods used by US troops fighting 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 may refer to bombing and the use of chemicals.

LEVEL 2 **A more detailed description with up to two accurate points made.** [3-4]

Eg: Answers may refer to Operation Rolling Thunder and the use of B52 bombers, helicopters and rocket launchers as part of a modern, hi-tech war, Search and Destroy tactics and "zippo raids" and the use of chemical warfare.

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 changed between 1930 and 1947.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer; paraphrases the sources; lack of focus. [1-2]

Eg: Source B shows that the US did not want to get involved in the League of Nations in the 1920s and 1930s whereas Source C says that after 1947 the US government promised to help any country that was under threat.

LEVEL 2 Accurate answer begins to address the question. [3-4]

Answers worth 3 marks will use the sources and own knowledge to describe the issue.

Eg: Source B shows the isolationist stance of the USA in the 1920s and 1930s and her refusal to get involved in foreign affairs and join the League of Nations. Source C says that after 1947 the Truman Doctrine represented a move to get more involved by helping countries under threat from internal and external forces.

Answers worth 4 marks will use the sources and own knowledge to try to focus on the concept of change or improvement.

Eg: Source B shows the US following her policy of isolationism in the 1920s and 1930s and the reluctance to be dragged into foreign conflicts and refusal to join organisations like the League of Nations. Source C refers to the Truman Doctrine which represented a change in direction after World War II as the US became more involved in world affairs in order to combat the threat of Communism.

LEVEL 3 Answer addresses the question clearly. [5-6]

Answers worth 5 marks will use both the sources and own knowledge to explain the concept of change or improvement. Reference to explain the concept of change or improvement. Reference to sources here may be implicit.

Answers worth 6 marks will use both the sources and own knowledge to explain the concept of change or improvement. There must be explicit reference to both sources in order to gain this mark.

Eg: Answers should show awareness of the major changes in American foreign policy between 1939 and 1947. Source B shows the US following her traditional policy of isolationism and the reluctance to get involved in issues that would drag her into foreign conflicts. The cartoon shows America's post-World War I refusal to join the League of Nations and the change in policy as a result of entry into World War II. Some candidates may pick up on the reference to Japan in Source B. Source C refers to the Truman Doctrine and answers should show how after 1945, the US became the leader of the free world and became more interventionist in the fight to contain communism.

Question 4

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **How far did American society change between 1929 and 2000?** **[13]**

Use 0 for incorrect or irrelevant answer.

LEVEL 1 **Brief, generalised, vague answers.** **[1-2]**

The Level 1 descriptor for quality of written communication may be considered here.

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 change.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers 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.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers 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 changes 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]**

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers 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.

Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question 5

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **How far did the lives of black Americans improve between 1929 and 2000?** [13]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Life got 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 reference to issue of change.

Award 5 marks for reliance on scaffold only; partial coverage; a patchy overall outline; some reference to change.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers may focus on the development of the race issue in one period only, for example the development of the Civil Rights movement in the 1950s and 1960s. Alternatively candidates may prove 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 answer 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.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers 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.

LEVEL 4 An effective overview of the changes 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]

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide good chronological accounts of improvements in the lives 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.

Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question 6

Target:	Selection of knowledge; evaluation of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **How important was the USA in world affairs between 1929 and 2000?** [13]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Brief, generalised, vague answers.** [1-2]

The Level 1 descriptor for quality of written communication may be considered here.

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 change.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Answers 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.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Answers 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]**

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Answers will provide a good 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 the position, and the way in which US relations improved with some countries and deteriorated with others at different times.

Examiners are also expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.