



GCSE MARKING SCHEME

SUMMER 2025

HISTORY

COMPONENT 2: PERIOD STUDY

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

C100U10-1

About this marking scheme

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

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

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

COMPONENT 2: PERIOD STUDY

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

SUMMER 2025 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question

Mark allocation:	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g., **Describe the events of the Watergate Scandal.**

[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.

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:

- *Nixon seeking re-election in 1972 set up the Committee to Re-elect the President (CREEP) which was encouraged to use any methods thought necessary.*
- *June 17th five members of CREEP were arrested for breaking into the Democratic Party offices in the Watergate complex in an attempt to plant bugging devices.*
- *Nixon's strong denial of any involvement and his landslide victory.*
- *The belief of two journalists on the Washington Post that there might be a story.*
- *January 1973 the five were put on trial and convicted though again Nixon denied any involvement and any attempt at a cover up.*
- *The setting up of a Senate Committee to investigate events and the admission of a White House official that Nixon had ordered a cover up.*
- *The broadcasting of the hearings on TV and the playing of tampered tape recordings of the president's conversations which revealed a "dirty tricks" campaign;*
- *Moves by Congress to impeach the president and Nixon's decision to resign on August 31st, 1974.*



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.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During the examiner training meeting immediately prior to the commencement of marking, detailed advice from the Principal Examiner on the qualities of each mark band will be given along with examples of pre-marked work. When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, either because it contains nothing of any significance to the mark scheme or no response has been provided, no marks should be awarded.

Question 1

<i>Mark allocation:</i>	<i>AO1 (a)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
5	5			

Question: **Describe the events of the Watergate Scandal.**

[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:

- *Nixon seeking re-election in 1972 set up the Committee to Re-elect the President (CREEP) which was encouraged to use any methods thought necessary.*
- *June 17th five members of CREEP were arrested for breaking into the Democratic Party offices in the Watergate complex in an attempt to plant bugging devices.*
- *Nixon's strong denial of any involvement and his landslide victory.*
- *The belief of two journalists on the Washington Post that there might be a story.*
- *January 1973 the five were put on trial and convicted though again Nixon denied any involvement and any attempt at a cover up.*
- *The setting up of a Senate Committee to investigate events and the admission of a White House official that Nixon had ordered a cover up.*
- *The broadcasting of the hearings on TV and the playing of tampered tape recordings of the president's conversations which revealed a "dirty tricks" campaign;*
- *Moves by Congress to impeach the president and Nixon's decision to resign on August 31st, 1974.*

Question 2

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

Question: **How far did the role of American women change after the Second World War?** [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:

- *After the Second World War the gains made by many women evaporated as many reverted to more traditional roles and to domestic idyll in suburbia.*
- *Some, usually middle-class women, began to challenge their traditional role in life in the 1950s and took advantage of increased educational opportunities in the pursuit of careers.*
- *The impact of labour-saving devices freed up time for women to devote themselves to other pastimes.*
- *The liberating effect of the contraceptive pill gave women more control over their bodies in the pursuit of careers and allowed them to postpone having families.*
- *How radical groups such as the Women's Liberation Movement challenged sexism in society.*
- *Betty Friedan's book "The Feminine Mystique" (1963) encouraged women to challenge traditional roles and the setting up of the National Organisation for Women (NOW) which organised protest marches and challenged discrimination in the courts.*
- *Women gained more equality as a result of legislation with the passing of the Equal Pay Act ('63) the Civil Rights Act ('64) and the ruling of the Supreme Court to legalise abortion ('73).*
- *How the pattern of change has been uneven for different groups in society and that even by 2000 women had not achieved parity in the workplace.*

Question 3

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
9	3	6		

Question: **A number of factors helped the US recover from the Great Depression by 1945 such as:**

- Republican attempts to deal with the crisis
- the New Deal
- the impact of the Second World War

Arrange the factors in order of their significance in helping the US recover from the Great Depression from 1929 to 1945. 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.

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:

- *Republican attempts to deal with the crisis: Unpopularity of Hoover; “in Hoover we trusted, now we are busted”; the ideas of Laissez-Faire and rugged individualism, that individuals are responsible for their own lives and should stand on their own two feet; Tax cuts, public works programmes; Tariffs such as the Hawley-Smoot Tariff Act (1930) to support farmers; Agricultural marketing act; Measures to relieve the Depression in 1932, the Reconstruction finance corporation, ERA and Home Loan Bank Act; Ultimately these measures did not work and unemployment continued to rise.*
- *New Deal: direct governmental action aimed to tackle the effects of the Great Depression with reference to the ‘3 Rs’ as the basis of the New Deal programme along with moves to solve the banking crisis, “prime the pump” and halt the cycle of depression; the work of the “Alphabet Agencies” and their importance in providing work leading to regeneration as exemplified by the TVA; the creation of millions of jobs and employment on public work schemes which had lasting effects; how farmers gained from subsidies leading to an increase in their incomes and a boost to the agricultural industry; the New Deal stabilised the banking system and restored confidence in the economy; the creation of a semi-welfare state which provided for the elderly, the sick and the unemployed; the New Deal represented a psychological boost to the nation in its political, social and economic recovery.*
- *Second World War: entry into the war ultimately lifted the USA out of depression leading to post-war economic growth; A catalyst for change; conscription led to a labour shortage and 14 million found work in the war industry; opportunities increased for black Americans and women; increased migration; traditional heavy industries such as coal, oil, iron and steel expanded as a result of government contracts; the Lend-Lease programme; Roosevelt’s War Production Board aimed to increase the manufacture of armaments and by 1944 the US was producing almost 50% of the world’s weapons; 25% of Britain’s military hardware was produced by the USA; US GNP grew from around \$200,000 million in 1940 to \$300,000 million by 1950.*

Question 4

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

Question: **Explain why the US became heavily involved in the Vietnam War between 1954 and 1973.**

[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 fear of the spread of communism the Domino Theory; this became a cornerstone of US foreign policy throughout the Cold War and meant that the USA was more prepared to use its economic and military strength to police the world.*
- *French defeat at Dien Bien Phu and their withdrawal, leaving Ho Chi Minh in charge of the North.*
- *Fear that if Vietnam fell to communism, then other countries in the region would also fall, such as Laos and Cambodia.*
- *US policy of containment, US influence around the world to prevent the spread of communism, promises of various presidents to continue this policy, e.g. Kennedy.*
- *Background issues include the Cold War, rivalry with the USSR, capitalism vs communism, the Truman Doctrine, war by proxy in Korea and then Vietnam; tensions such as the creation of NATO and Warsaw Pact, the arms race.*
- *US support for the South, creation of the ARVN, sending of military advisors; almost 1000 by 1960.*
- *Increasing involvement in Vietnam such as the 1954 Geneva Agreement, the Gulf of Tonkin incident.*
- *Changing methods and setbacks leading to increased involvement and expenditure, for example the overthrow of Diem, the failure of the Strategic Hamlet policy, escalation to bombing campaigns and chemical warfare, search and destroy.*
- *Publicity and media coverage and changing public attitudes towards the conflict.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	4	8		

Question: **How important were leaders, such as Martin Luther King and Malcolm X, in securing equal civil rights for black Americans by 1970?** [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.

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:

- *MLK: his rise to prominence during the Montgomery Bus Boycott in 1955 and his key role in gaining concessions; his pivotal role in the SCLC; how his Christian, pacifist approach brought together disparate groups within the CRM and his appeal to a broad audience of both black and white Americans; his persona and oratory skills in popularising and universalising his agenda; how his assassination in 1968 stirred the conscience of a nation.*
- *Malcolm X: Nation of Islam; impatience with non-violent methods; his skills as an orator and organizer; setting up of educational and social programmes; appeal to youth; influence on movements such as Black Power and the Black Panthers; raising the self-esteem of black Americans.*
- *Answers should also briefly consider the importance of other factors such as: how the Second World War laid the basis for civil rights protest in the 1950s and 1960s; how landmark cases in education highlighted the injustice of the times; the use of non-violent civil disobedience such as sit-ins, marches and boycotts.*