

USA, 1929 - 2000

Southam College History department November PPE Report

This report will cover the areas completed well across all questions and highlight areas that needed development. Colour coded exemplar answers will be included – red text shows a grade 4/5 answer, green text shows what could be added in to achieve full marks.

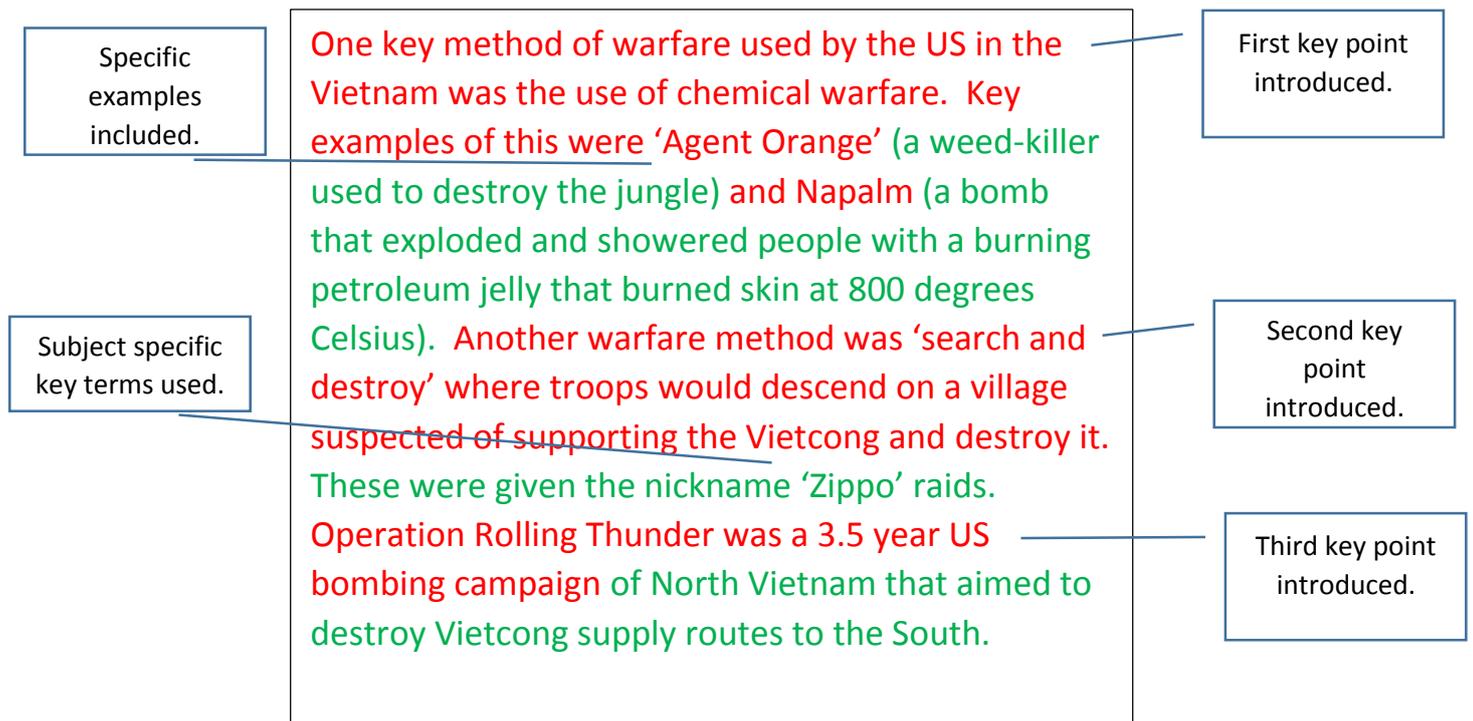
USA, 1929 – 2000

1) Describe US methods of warfare in Vietnam during the 1960s.

[5]

Teachers were generally pleased with the standard of answers for this question – it was clear that where good revision had taken place, strong answers followed that covered a range of key points. Some students were able to recall 2 / 3 key features of US methods of warfare in Vietnam in detail and these answers were awarded 4 – 5 marks. Where knowledge was more general or vague 2/5 marks was the most common mark.

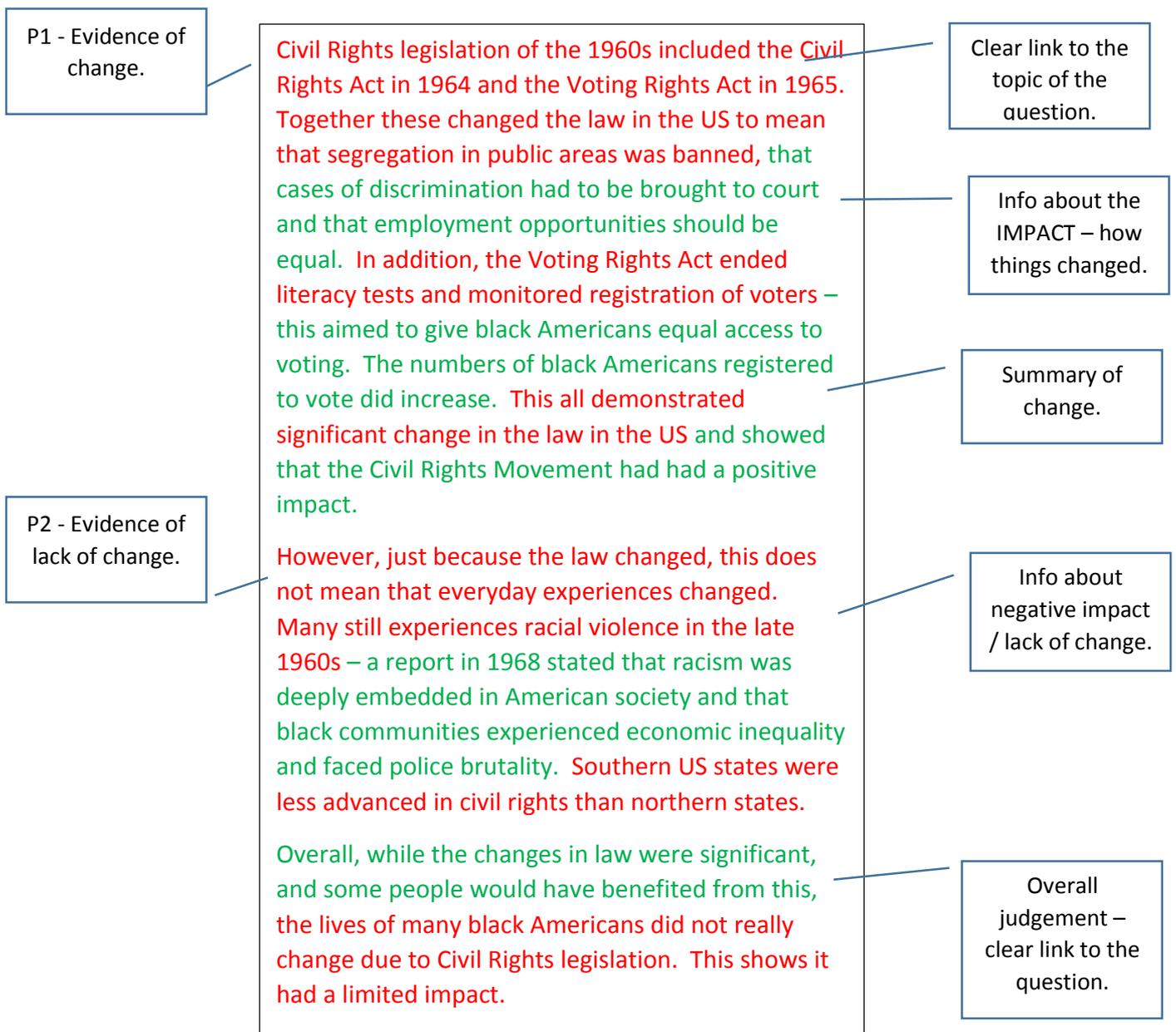
It was very clear where revision had not happened / been effective. Many students forgot 'Operation Rolling Thunder' as an example and some did not focus on the question and gave strategies of the Vietcong, not the US.



2) How far did the Civil Rights legislation of the 1960s change the lives of black Americans by 1970? [6]

Successful answers for this question really focused on the topic of the question = Civil Rights LEGISLATION. Answers which gave information about the Civil Rights Movement were less successful as this information was not relevant to the specific question. Strong answers also included comments on 'how' and 'how far' lives changed – the best answers recognised that while the law changed, this did not automatically mean that peoples' attitudes to Civil Rights changed at the same time. This meant that everyday lives for many Black Americans (particularly in the South) did not change very much.

Key areas to improve for this question were identifying and describing key legislation – the Civil Rights Act and the Voting Rights Act were the key examples. The words 'How far' in the question mean you need to consider ways lives DID and DID NOT change – this will make sure you are focused on the question and evaluating, not just describing. When thinking about change you need to consider the impact something had - e.g. how great was this impact, who did it impact, was it a short / long term impact?



3) The lives of many Americans changed between 1945 and the late 1960s due to the influence of developments such as:

- post-war affluence
- consumerism
- suburbanisation

Arrange the developments in order of their significance in changing the lives of many Americans between 1945 and the late 1960s. Explain your choices. [9]

In many cases, teachers were pleased with the level of recall / own knowledge for this question. Where students had revised it was clear you understood what the 3 key features were and could give some descriptive info about all three.

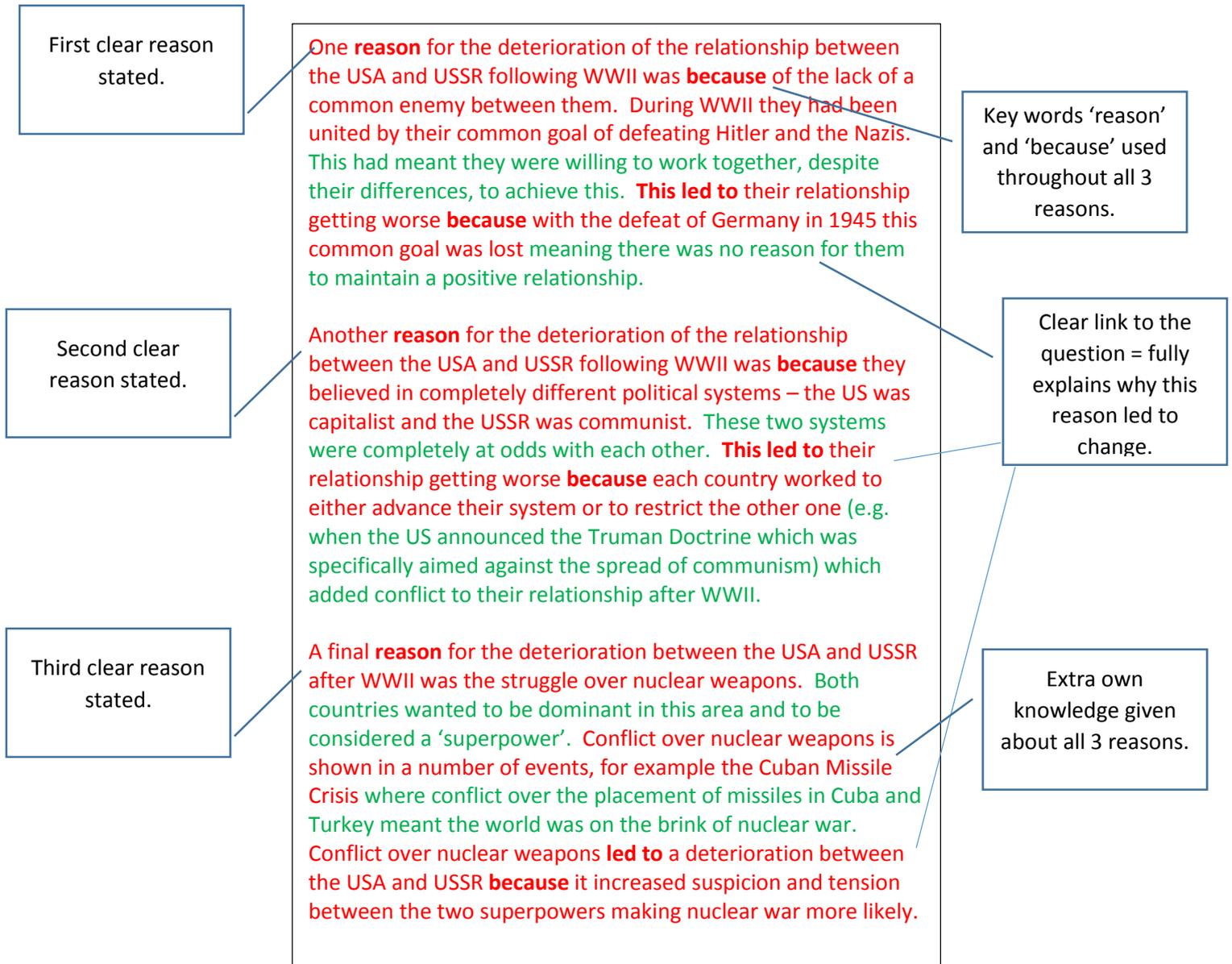
The clear focus to improve for this question is the idea of 'significance'. The info included needs to be focused on how and why a feature is significant = focused on the impact the feature had. Each feature needs a judgement about how significant it is (they will all have some level of significance), but the top answers need to include relative significance – why one feature is more / less significant than another one.



4) Explain why the relationship between the USA and USSR deteriorated after World War Two. [8]

Overall, teachers were pleased with the level of subject knowledge shown in this question – the most successful answers gave a range of accurate reasons and used the suggested structure of dividing answers into 3 clear reasons, using paragraphs and the key words ‘reason’ and ‘because’.

Where answers were less successful, students had just given a range of information (described, not explained) instead of focusing on *reasons why* the relationship changed between the USA and USSR. Another issue was when students listed a range of events that *showed / demonstrated* the relationship, but didn’t link this as evidence about the causes of change. Using the sentence starter ‘This meant that...’ at the end of each reason will help with this.



5) How important was the role of President Roosevelt in dealing with the Great Depression? [12]

[In your answer you should discuss President Roosevelt, alongside other factors in order to reach a judgement]

With this question it was clear where students had revised the actions / policies of Roosevelt – there was some good recall knowledge for this. The most successful answers then compared how important his work was, to the impact of other factors that helped bring about the end of the Great Depression.

By far the biggest issue with this question was a misunderstanding of the structure needed to hit the higher levels in the mark-scheme. Many students mistakenly wrote about the reasons Roosevelt wasn't effective in P2, where what the question asks for is a comparison of Roosevelt's impact to other factors (e.g. the role of Hoover, the impact of WWII). A clear conclusion should then be added which links to the question and gives a definite judgement – was the most important factor in ending the Great Depression the work of Roosevelt, or a different reason?

